

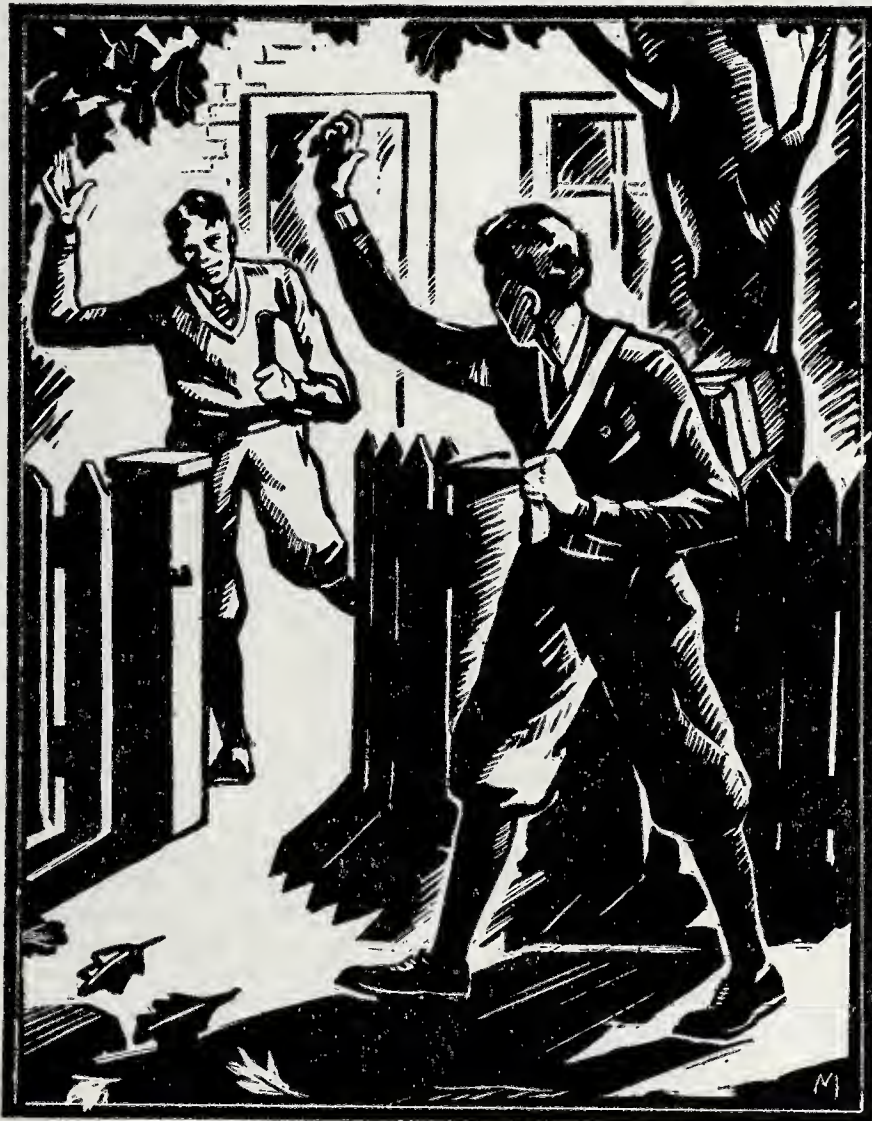
PUBLIC • EDUCATION



PENNSYLVANIA



Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania



THE RETURN TO SCHOOL
(See Back Cover)

PUBLIC • EDUCATION



Pennsylvania Public Education

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Instruction, Chairman of the State
Council of Education, and the Board
of Presidents of State Teachers Colleges*

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(Continued on page 7)

The curriculum can be developed and applied in the spirit of modern democratic and educational ideals only when so organized and administered as to permit a wide degree of flexibility in programs, and large individual freedom for teachers to adjust the relationships of its parts to the needs of their respective classes.

—Dr. Lester K. Ade

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

ANNUAL EDUCATION CONGRESS SCHEDULED FOR SEPTEMBER 22 AND 23

"New Responsibilities Growing Out of Recent Legislation" to be Considered by Schoolmen at
Meeting in Harrisburg

TO DISCUSS ISSUES IN ELEMENTARY AND SECONDARY EDUCATION

The annual Education Congress for 1937, which is sponsored by the Department of Public Instruction, will be held in Harrisburg on Wednesday and Thursday, September 22 and 23. These meetings, since their inception in 1920, have provided school officials, including superintendents, directors and teachers, an opportunity to discuss current problems in public education with a view to meeting the needs of education as they develop throughout the State.

The Education Congress is scheduled in the Fall for two reasons; first, it affords educators and lay leaders an opportunity to outline educational plans for the consideration of the General Assembly during legislative years; and second, it makes it possible for school people to consider issues of immediate interest at the beginning of the school year.

Each year, the Education Congress organizes its meetings around a central theme of vital interest and importance to education. In 1935, the main topic was "Recent Trends in Education," and in 1936, "Educational Planning—including Legislation, Finance and Instruction," was the central topic. The theme for the 1937 Education Congress comprises two topics relating to public education. The first of these is "New Responsibilities Growing Out of Recent Legislation"; and the second, which is related to the first, is "Issues in Elementary and Secondary Education."

Speakers for the occasion include the Honorable George H. Earle, Governor of the Commonwealth; Dr. Lester K. Ade, Superintendent of Public Instruction; Dr. Edwin A. Lee, Director of the National Occupational Conference; Dr. Homer P. Rainey, Director of the National Youth Commission; Dr. Alonzo F. Myers, Professor of Education at New York University; Dr. Floyd W. Reeves, Chairman of the Advisory Committee on Education; Mr. C. Herman Grose, Superintendent of the schools in Erie; and Mr. I. D. App, Superintendent of the Dauphin County schools.

At a luncheon meeting to be held on Thursday, with Dr. Lester K. Ade presiding, the guests of honor will be the Honorable Harry J. Brownfield, Chairman of the House Committee on Education; and the Honorable Frank W. Ruth, Chairman of the Senate Committee on Education.

The Department of Public Instruction, ever conscious of its great responsibility to cooperate with school officials and the general public in developing an adequate program of education for the Commonwealth, regards

the annual Education Congress as an effective means of promoting widespread cooperation among all the groups interested in the educational welfare of the State. The program of the Congress this year touches on problems of deep significance to the educational interests of Pennsylvania. Those participating will have an opportunity not only to hear the views of nationally known leaders on these issues, but to express their own reactions to current educational problems. In view of the fact that representatives from every part of the State and from every educational group of the State are in attendance at the annual Congress, there is every reason to believe that the fruits of the meeting will be enjoyed throughout the length and breadth of the Commonwealth during the current year.

Members of the 1937 Committee for the Education Congress are:

- Chairman: Dr. Gerald D. Whitney
Deputy Superintendent of Public Instruction
- Mr. Archibald P. Akeley... Superintendent of Potter Co. Schools
Dr. S. N. Ewan, Jr..... Superintendent of Lansdowne Schools
Dr. Arthur W. Ferguson.... Superintendent of York City Schools
Mr. Thomas Francis..... Superintendent of Lackawanna Co. Schools
Mr. Harvey Gayman..... Assistant Executive Secretary and Director of Research of P.S.E.A.
Dr. Ben G. Graham..... Superintendent of Pittsburgh Schools
Dr. Clyde C. Green..... Superintendent of New Castle Schools
Mr. C. Herman Grose..... Superintendent of Erie City Schools
Mr. Meyers B. Horner..... Superintendent of Washington Schools
Dr. Frank C. Ketler..... Superintendent of Cheltenham Twp. Schools
Mr. Arthur P. Mylin..... Superintendent of Lancaster Co. Schools
Mr. Thomas L. Pollock..... Superintendent of Charleroi Schools
Mr. Raymond W. Robinson.. Chief, Division of Consolidation and Transportation
Dr. G. Morris Smith..... President of Susquehanna University
Dr. Robert M. Steele..... President of California State Teachers College
Dr. Alfred D. Thomas..... Superintendent of Hazleton Schools
Mr. Paul E. Witmeyer..... Superintendent of Shamokin Schools

Following is the program for the 1937 Congress:

EXECUTIVE OFFICE—Continued

Education Congress—1937
PROGRAM
WEDNESDAY MORNING, SEPTEMBER 22

—General Session—
The Forum—9:00 o'clock
Presiding, Dr. Gerald D. Whitney
Deputy Superintendent of Public Instruction

Greetings:Honorable George H. Earle
Governor of the Commonwealth of Pennsylvania
Address: "New Legislation—Its Achievements and Challenges"Dr. Lester K. Ade
Superintendent of Public Instruction
Address: "Occupational Preparation and Guidance"Dr. Edwin A. Lee
Director National Occupational Conference

WEDNESDAY AFTERNOON, SEPTEMBER 22

—General Session—
The Forum—1:30 o'clock
Presiding, Dr. Clarence E. Ackley
Director Bureau of Administration and Finance

Theme: NEW RESPONSIBILITIES GROWING OUT OF RECENT LEGISLATION

Address: "Problems Growing Out of Legislation Which Affect the District Superintendent"C. Herman Grose
Superintendent of Schools in Erie City
Discussion:40 minutes
Address: "Problems Growing Out of Legislation Which Affect County
Superintendents and Supervising Principals"I. D. App
Superintendent of Schools in Dauphin County
Discussion:40 minutes

WEDNESDAY EVENING, SEPTEMBER 22
No Meeting

THURSDAY MORNING, SEPTEMBER 23

—General Session—
The Forum—9:00 o'clock
Presiding, Dr. Paul L. Cressman
Director Bureau of Instruction

Theme: CURRENT ISSUES IN EDUCATION

Address: "Issues in Secondary Education"Dr. Homer P. Rainey
Director National Youth Commission
Discussion40 minutes
Address: "Issues in Elementary Education"Dr. Alonzo F. Myers
Professor of Education New York University
Discussion40 minutes

THURSDAY AFTERNOON, SEPTEMBER 23

—Luncheon Meeting—
PENN HARRIS HOTEL
Toastmaster: Dr. Lester K. Ade
Superintendent of Public Instruction

Luncheon12:30 o'clock
Address: Adult Education—What is it? Where is it Going?Dr. Floyd W. Reeves
Chairman, National Advisory Committee on Education
Introduction of Honor GuestsDr. Lester K. Ade
Superintendent of Public Instruction
Guests:

Honorable Harry J. Brownfield
Member of the House of Representatives and Chairman of the House Committee on Education
Honorable Frank W. Ruth
Member of the Senate and Chairman of the Senate Committee on Education

Adjournment.

EXECUTIVE OFFICE—Continued

DOCTOR ADE VISITS ALASKA

State Superintendent Chooses Northland for Month of Combined Education and Recreation

Observes Institutions of Learning

Having enjoyed a sojourn to the metropolitan centers of England and Continental Europe last summer, Dr. Lester K. Ade, Superintendent of Public Instruction, this year chose the Northlands of Alaska for his annual excursion to other lands, in which he invariably combines some serious professional purpose with the recreational diversions necessary for one who bears the responsibilities of his high office.

Sailing from Seattle July 30, aboard the S.S. Dorothy Alexander, Doctor Ade, accompanied by Mrs. Ade, followed an itinerary that afforded him ample opportunity to enjoy the wide variety of picturesque land and ocean scenery that characterize the Yukon and Klondike Country, and to visit many of the social and educational institutions for which he is always alert on these occasions.

Varied Scenes

His journey comprised practically every important aspect of Alaska. At Ketchikan, the first port, were major fishing operations where salmon were seen leaping the falls of the river. Curious Totem Poles were the central attraction in Wrangell, one of the oldest settlements of the country. Most typical of Alaska's scenery, however, were the Glaciers, one of which was set in motion by the impetus of an earthquake only a week before Doctor Ade sailed. Both the Taku and the Columbia Glaciers were included in the journey of the Superintendent. Two notable points for observation at Juneau were the Governor's Mansion and the gold mining projects. Also reminiscent of the Gold Rush days were the mines at Skagway and Dawson. At Fairbanks, deeper into the Alaskan territory, more modern gold mining operations were in progress.

Mountains

Passing on into the mountain chains broken only by bays, Doctor Ade reached Valdez and Curry, where he not only found such animals of the North Country as mountain sheep, caribou, moose and bear, but where he also viewed one of the most famous of North America's mountain peaks—Mt. McKinley. A little farther north above the Arctic Circle at Fort Yukon, the high point of interest was the impressive phenomenon of the Midnight Sun.

At the end of his Alaskan adventure, Superintendent Ade returned on the S.S. Yukon by way of the Inside Passage to Vancouver, and then via the Canadian Pacific, stopping off at scenic Lake Louise and Banff Springs.

Return

Refreshed by his contacts with snow-capped mountains, high waterfalls, rivers, luxuriant vegetation, and sparkling lakes, and the many other rugged and invigorating allurements of Alaska, Doctor Ade reached the Capital late in August to resume the responsibilities of his office as Superintendent of Public Instruction of the Commonwealth.

Dr. Lee L. Driver Praised for Constructive Service to Education

Superintendent Ade Commends Leadership in Program of School Consolidation

At a testimonial banquet given by the County Superintendents of Schools in honor of Dr. Lee L. Driver, who retired at the close of the current school year, from the position of Chief of the Division of Consolidation and Transportation, Dr. Lester K. Ade, Superintendent of Public Instruction, expressed high praise for the constructive service rendered by Doctor Driver during his seventeen and a half years of service in Pennsylvania. In his remarks apropos Doctor Driver's contribution to Pennsylvania's program, Doctor Ade said:

"Invited here in 1919 because of his high reputation in the field of consolidation of schools, Doctor Driver has more than fulfilled the expectations of the school officials and citizens of the State. His unusual ability and leadership in Pennsylvania's consolidation program may be appreciated from the remarkable progress of the movement at a time when public prejudices, misunderstandings, local antagonisms, and selfish interests, operated against it. Many, in those days, felt that consolidation was not only difficult but practically impossible.

In the face of these adverse circumstances, nearly 900 consolidations have been developed under Doctor Driver's intensive and widespread effort since 1919. During the earliest years of his term in the Commonwealth, some 500 school districts annually requested the right to continue one-teacher schools with enrolments of ten or less. During the current year fewer than 150 of these requests have been made. Approximately 450 one-teacher schools have voluntarily closed for the specific purpose of merging with other schools in order to improve the educational offerings to our children and youth. The thoroughness with which this program of consolidation has been carried forward is evident from the fact that throughout the State there is not

an instance in which a consolidated school has reverted to a one-teacher unit.

This remarkable record may be attributed mainly to three outstanding characteristics of Doctor Driver. The first of these is the quality of his personality. The figure of this kindly gentleman is welcome throughout Pennsylvania. Through his congenial disposition, subtle humor, and fine sense of justice, he not only disarms opposition, but makes numberless friends.

Another trait that has carried Doctor Driver far in his successful enterprises of school consolidation, is his ever-present philosophy of equal educational opportunities for all children and youth of rural Pennsylvania. He understands the people of every countryside in the Commonwealth. He knows their language, and is sympathetic with their interests and aspirations.

In addition to these desirable qualities, Doctor Driver prepared himself for the profession not only by acquiring a practical education on his own behalf, but by pursuing educational work for more than thirty years prior to coming to Pennsylvania. This experience comprised service as teacher in rural, elementary and secondary schools; and protracted terms as principal and county superintendent of schools. Throughout his entire professional career, he emphasized the principle of consolidation in the interest of better education for the children and adults of rural communities.

The long years of efficient service which Doctor Driver has given to public education will live long after he withdraws from active duty. His splendid achievements are reflected in the hundreds of new consolidated school systems scattered throughout the length and breadth of Pennsylvania. They stand as living monuments to the services of a man who labored long and diligently for the benefit of his fellow-men."

State Educators Address Superintendents

Five members of the Department of Public Instruction took part in the 15th Annual Superintendents' Conference held at Pennsylvania State College in July.

These included, Dr. Clarence E. Ackley, Director of the Bureau of Administration and Finance; Walter E. Hess, Adviser for Secondary Education; Dr. Paul L. Cressman, Director of the Bureau of Instruction; Dr. Donald P. Davis, Chief of Child Accounting and Research; and Dr. Walter B. Jones, Chief of Industrial Education.

Dr. J. G. Flowers, President of Lock Haven State Teachers' College, and Dr. Joseph F. Noonan, President of Mansfield State Teachers' College, were also among the speakers.

Over 500 superintendents and principals of Pennsylvania's public schools attended.

An Appreciation

RESOLVED, That the State Council of Education express to Dr. Lee L. Driver its hearty appreciation of the fine spirit of cooperation he has manifested at all times, and for his untiring efforts and splendid achievements in promoting and improving the public education program of the State. The friendly good wishes of every member of the Council are extended to Doctor Driver upon his well-earned retirement.

Resolution adopted by the State Council of Education, June 11, 1937

EXECUTIVE OFFICE—Continued

ASSISTANT DISTRICT SUPERINTENDENTS CHOSEN

Superintendent Ade Issues New Commissions to Five in State

Recommissions Others

Since taking office as Superintendent of Public Instruction in May 1935, Dr. Lester K. Ade has found it necessary to issue a total of fifty-eight commissions to superintendents and assistant superintendents in the Commonwealth of Pennsylvania. Of these fifty-eight commissions, six have been issued to county superintendents, two to district superintendents, nine to assistant county superintendents, and twenty-one to assistant and associate district superintendents.

In previous issues of the Public Education Bulletin a report of the commissions issued to county, district and assistant county superintendents was presented. The present account relates to associate and assistant district superintendents.

Of the twenty-three assistant and associate district superintendents in Pennsylvania, only five were replaced during the two-year period ending May 1937. These vacancies were created by the retirement

of Charles A. Coulomb of Philadelphia, Milton Cooper of Philadelphia, and F. M. Leavitt of Pittsburgh. Two other vacancies, still unfilled, were created by the death of W. G. McMullin, January 8, 1937, and the retirement of Samuel L. Chew, on December 1, 1936. The remaining eighteen were recommissioned in accordance with the requirements of the first class districts which engage assistant and associate superintendents.

Thus, in Philadelphia, which employs twelve assistant and four associate superintendents, all were recommissioned except the four just named. In Pittsburgh, where five associate superintendents are employed, all were recommissioned except Mr. Leavitt, who retired.

Following is a report of assistant and associate superintendents newly commissioned by Superintendent Ade during the past two years:

District	Assistant and Associate Superintendents Commissioned	Replacing	Reason for Vacancy	Date of Commission
Philadelphia	Louis P. Hoyer	Charles A. Coulomb	Retired	September 1, 1935
Philadelphia	Carl W. Aretz	Milton Cooper	Retired	September 1, 1935
Philadelphia		Walter G. McMullin	Deceased	January 8, 1937
Philadelphia		Samuel L. Chew	Retired	December 1, 1936
Pittsburgh	Charles Foster	F. M. Leavitt	Retired	August 15, 1936

AMOS W. ZERBE

Superintendent Schuylkill County Schools

The appointment of Amos W. Zerbe as Superintendent of the Schuylkill County Public Schools has been announced by Dr. Lester K. Ade, Superintendent of Public Instruction, effective July 1, 1937. Mr. Zerbe succeeds Mr. Irvin A. Seltzer, who retired on June 30, after more than fifty years of service in the public schools, of which seven years were in the office of County Superintendent.

For seven years Mr. Zerbe served as Assistant County Superintendent under Mr. Seltzer, and was unanimously recommended by the Executive Committee of the County School Directors' Association to the Superintendent of Public Instruction, for the position of County Superintendent.

Prior to his work as Assistant County Superintendent, Mr. Zerbe served twenty-one years as a teacher and supervisory officer in Pinegrove Township, Reilly Township, Tremont Borough, and as Supervising Principal of Ringtown Borough. He is a product of the public schools, having graduated from the State Normal School at Kutztown, attended Lebanon Valley College, Bucknell University, and completed his work for the masters degree in administration and supervision at Pennsylvania State College.

Mr. Zerbe is a member of the National Education Association, the Pennsylvania State Education Association, the Schuylkill County Schoolmen's Club, and the Pennsylvania State College Chapter of the honorary fraternity Phi Delta Kappa.

DR. JOHAN LILJENCRAKTS

Research Assistant of Pennsylvania Historical Commission

The Pennsylvania Historical Commission, in its plan to celebrate the 300th Anniversary of the Swedish Settlement in Pennsylvania, has increased its personnel. Among the new members is, Dr. Johan Liljencrants, of Philadelphia, who has been appointed as Research Assistant.

Doctor Liljencrants was born in Stockholm, Sweden, and received his early education in that city. In 1889 he entered Nya Elementarskolan, Stockholm, to pursue academic work, and was graduated from that Institution in 1903 with the Bachelor of Arts Degree. About ten years later, he studied political economics and English literature at Princeton University. From 1918-1921, he was a student at the George Washington University in Washington, D. C., in the Department of Psychology. He received the Doctor of Philosophy Degree from this Institution in 1921.

Dr. Johan Liljencrants became Editor for the Swedish Chamber of Consular of the United States of America in 1926, a position which he held for several years.

Working under the direction of the Historical Commission, Doctor Liljencrants will assist in translating Swedish documents, and in compiling material for publication in connection with the early settlements of Swedes in Pennsylvania.

RAYMOND W. ROBINSON

Chief Division of Consolidation and Transportation

Dr. Lester K. Ade, Superintendent of Public Instruction, has announced the appointment of Superintendent Raymond W. Robinson, of DuBois, to the position of Chief of the Division of Consolidation and Transportation, to succeed Dr. Lee L. Driver who, after seventeen years of service, retired from this Office June 30, 1937.

Professional Preparation

Mr. Robinson received his early education in the public schools of Bradford County, graduating from secondary school in 1910. He began his preparation for the profession in the State Teachers College at Mansfield, and subsequently pursued advanced studies in education at Columbia University, University of Pennsylvania, Pennsylvania State College, and the University of Pittsburgh. In 1931, he was granted the Bachelor of Science Degree by the University of Pittsburgh, and he has since completed work for the Master of Arts Degree at the University of Pittsburgh.

Professional Experience

The professional experience of Mr. Robinson comprises service in practically every level of public school education. From 1913 to 1918 he was engaged at various times as teacher, assistant principal and principal in the public schools of Bradford, Wayne and Susquehanna counties. At the conclusion of a period in the United States Military Service during the World War, he accepted a position as Assistant County Superintendent in Bradford County, which he occupied for seven years. During the succeeding seven years he was a supervising principal of schools, and in 1934 advanced to the position of Superintendent of the DuBois schools, where he served up to the time of his appointment in the Department of Public Instruction.

New Duties

Mr. Robinson's work in the Department of Public Instruction, consists of supervising the activities of the Division of Consolidation and Transportation, and other functions relating to the rural schools of the Commonwealth. Such phases of the public education program as the merging of school districts, the closing of small schools for purposes of consolidation, the rating of one-teacher school buildings, the approval of sites for consolidating schools, the inspection of school transportation facilities, and otherwise cooperating with county superintendents and other school officials, are also included in the responsibilities of the Chief of the Division of Consolidation and Transportation. The professional preparation and experience of Mr. Robinson fit him admirably for the work of this important position. His duties in the Department will begin July 1, 1937.

WILLIAM J. TUCKER

Supervisor Vocational Agriculture

William J. Tucker, of Pleasant Gap, has been appointed Supervisor of Vocational Agriculture in Centre County to succeed William S. Jeffries.

Mr. Tucker is a graduate of the Pen Argyl Secondary School and of Pennsylv-

EXECUTIVE OFFICE—Concluded

vania State College, where he specialized in agricultural education.

In 1926, Mr. Tucker became assistant supervisor of agriculture and instructor in the Secondary School at Imperial, Pennsylvania, and a year later was advanced to the position of agriculture supervisor and instructor in agriculture in Hatfield, Pennsylvania. After ten years of service in this position he became the supervisor of Vocational Agriculture in Centre County.

DR. AMANDUS JOHNSON

Research Assistant of Pennsylvania
Historical Commission

Dr. Amandus Johnson, of Philadelphia, has recently been appointed to the position of Advanced Research Assistant in the Pennsylvania Historical Commission.

Educated in Minnesota

Born in Sweden, Doctor Johnson moved at an early age to Minnesota, in which state he acquired his early education. After completing his elementary preparation in the schools of St. Paul, he entered the secondary school at St. Peter, Minnesota, graduating in 1895. He continued his education at the G. A. Academy in St. Peter and after four years of study was granted the Bachelor of Arts Degree. Following his graduation here, he spent one year at the Northmusk-town Business College in Minnesota.

In 1904, Doctor Johnson studied at the University of Colorado where he received the Master of Arts and the Doctor of Philosophy degrees. He also attended the University of Upsala, Sweden, and pursued studies both in Germany, and at Oxford, England.

Wide Travels

After completing his professional preparation by attendance at colleges and through travel, Doctor Johnson accepted a position as Assistant Professor in the University of Pennsylvania, serving for twelve years. Following his term at this Institution he traveled to Africa, returning to America again in 1926, where he was associated with the American Swedish Historical Museum.

New Research Activities

His duties as advanced research assistant of the Pennsylvania Historical Commission in the Department of Public Instruction, consist of directing historical research and studying the relics discovered at Tinicum Island, the capital of New Sweden. He will also serve the Commission as translator of Swedish documents and prepare articles, pamphlets and books for the Commission dealing with Swedish settlements along the Delaware River and Bay.

ETTA M. KNISELY

Supervisor Vocational Home Economics

Miss Etta May Knisely, of Philadelphia, has been appointed recently to the Office of Supervisor of Home Economics in York County, to succeed Miss Miriam Weikert.

Miss Knisely, who received her elementary and secondary education in the public schools of York, graduated from the William Penn Senior Secondary School of that city in 1930. During the succeeding four years she attended the State Teachers College at Mansfield, Pennsylvania, where she specialized in the field of Home Economics and received the Bachelor of Science Degree in that field.

During the two years prior to her appointment as Home Economics Supervisor in York County, Miss Knisely was vocational home economics teacher in the Spring Grove (Pennsylvania) Secondary School. Prior to her work at Spring Grove she had been Chief Dietitian of the Y. W. C. A. Camp in York County for a short period, and at a previous time, assistant dietitian for a period of three months, in the York Hospital, where she had charge of planning menus, distributing supplies, and supervising the preparation of special diets.

Nathan C. Schaeffer Scholarship Awarded

The State Council of Education awarded the Nathan C. Schaeffer Memorial Scholarship for the year 1937-1938 to Mr. Robert Patrick, 1508 Twenty-Sixth Avenue, Altoona, Pennsylvania. This award which is valued at \$600 was recently approved by the Trustees of the Scholarship Fund, Lancaster, Pennsylvania.

This memorial scholarship, which has been established in memory of the late Nathan C. Schaeffer in recognition of his twenty-six years of service as Superintendent of the Department of Public Instruction, is awarded annually to a teacher in Pennsylvania who qualifies by advanced study, a Baccalaureate Degree from a college recognized by the State Council of Education, and by good character and personality. The candidate is likewise required to present evidence of physical vigor, scholastic attainment, and at least three years of successful teaching experience.

A Model Form for Use By School Boards

The following model form has been drawn up in accordance with the provisions of the New Tenure Law for teachers. It is submitted here for information of School Boards and Officials.

NOTICE OF DISMISSAL OR REFUSAL OF REELECTION

Date.....

PURSUANT TO THE ACTION TAKEN by the Board of School Directors of the District at a meeting held on the day of 193..., the undersigned were duly authorized to notify you that you were not reelected as a professional employe of said district (or that you have been dismissed from the employ of said district) for the reasons as set forth in the detailed statement hereto attached. (Attach on separate sheet detailed written statement signed by the secretary of reasons for dismissal or refusal of re-election.)

A hearing will be held on the day of 193... at o'clock .. M. at (place of hearing) when and where you will be given an opportunity to be heard either in person, or by counsel, or both.

(Set hearing not sooner than ten days nor later than fifteen days after date of delivery of this notice.)

.....
President

ATTEST.....
Secretary

DEPARTMENT STAFF

(Concluded from page 2)

PROFESSIONAL EXAMINING BOARDS AND ADVISORY COMMITTEES

State Board of Examiners
of Architects
Anthracite Mine Inspectors
Examining Board
Bituminous Mine Inspectors
Examining Board
State Dental Council and
Examining Board
State Registration Board for
Professional Engineers
State Board of Medical
Education and Licensure
State Board of Examiners for
the Registration of Nurses

State Board of Pharmacy
State Board of Optometrical Examiners
State Board of Osteopathic Examiners
Osteopathic Surgeons' Examining Board
State Board of Examiners of
Public Accountants
Board of Veterinary Medical Examiners

Advisory Committee on Barbers
Advisory Committee on Beauty Culture
Advisory Committee on Real Estate

The State Library and Museum.....JOSEPH L. RAFTER, *Director*
Museum (MRS.) GERTRUDE B. FULLER, *Asst. Director*
Library MARY STEVENSON, *Asst. Director*
Teacher Education and Certification.....HENRY KLONOWER, *Director*
Elementary CertificationJONAS E. WAGNER, *Adviser*
Secondary Certification and Placement Service.....J. K. BOWMAN, *Adviser*
PublicationsEUGENE P. BERTIN, *Editor*

Public School Employes' Retirement Board.....H. H. BAISH, *Secretary*
J. Y. SHAMBACH, *Deputy Secretary*
Pennsylvania Historical Commission.....FRANK W. MELVIN, *Chairman*
Pennsylvania State Board of Censors.....(MRS.) A. MITCHELL PALMER, *Chairman*

STATE COUNCIL OF EDUCATION

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JOHN J. SULLIVAN.....Philadelphia
CLARENCE E. ACKLEY.....Secretary

Administration and Finance

DR. CLARENCE E. ACKLEY
Director Bureau Administration
and Finance

A HALF CENTURY OF SCHOOL MERGERS IN PENNSYLVANIA

Report Reveals Persistent Progress in Development
of Larger Learning Centers

Retiring Chief of Consolidation and Transportation Division Summarizes Program

The State Council of Education, at its last meeting, received a report of Pennsylvania's program of school mergers covering the period from 1890 to the present year. The report, which was presented by Dr. Lee L. Driver, retiring Chief of the Division of Consolidation and Transportation in the Department of Public Instruction, deals more especially with the period since 1919, the year Doctor Driver took office.

A State Policy

The merging of schools in Pennsylvania, while in progress for almost half a century, was adopted as a Department policy in 1919. The State Council of Education was charged with the encouragement of this movement. In the same Legislature that this commission was given the State Council, a bill was passed (Section 3701) virtually prohibiting the rebuilding or remodeling of one-teacher schools if merging were feasible. The right of school directors to close any school for practically any purpose (Section 1406) or the mandate to close any school having an average daily attendance of ten or less than ten, was the basis upon which the administration of merging was placed.

Transportation Aid

In 1919 the State put itself under obligation to pay 50 per cent of the cost of transportation. This, however, did not meet the financial problem of most districts. Upon the theory that if you take the school away from the child, the child should be taken to the school, a bill was enacted into a law giving the local district \$200 per year for each school closed since 1911. Directors were given the privilege of appealing to the State Council to continue the school if, in its judgment, it was not feasible to close it. The first year almost 600 such applications were made, a few more than 500 of which were granted. Due to improved roads, transportation vehicles, and the change of attitude of directors, this number has been reduced to 142 during the school year 1936-37. During this period, approximately 4,500 schools have been closed for the purpose of merging with the result that today there are almost 900 merged schools, located in every county of the State.

These schools are attended by approximately 175,000 children. Of this number, approximately 100,000 are transported. This attendance includes children in consolidated junior high schools, but does not include those in senior high schools. It is significant to note that in no case in the entire State has a consolidated school ever been abandoned to return to the one-teacher system.

Improved Facilities

The standards for pupil transportation have been gradually improved. It has been felt that it is better to make a gradual improvement than to undertake radical changes, and the recent Session of the Legislature enacted modifications of the Motor Code which have materially strengthened the basis for standards of pupil transportation.

With proper administration and financial encouragement, the report indicates that the number of one-teacher schools in the State could be reduced from its present number of approximately 6,000 to not more than 1,000.

The principal reason for the increasing trend toward school mergers is that it offers better opportunities to apply modern presentation of material of instruction and effective school administration to the rural school problem than any other form of reorganization. For this reason the policy of the State Council has been to advocate larger units rather than smaller ones.

The list of consolidated schools since 1890 follows:

1890.....	1	1926.....	471
1899.....	4	1927.....	510
1909.....	33	1928.....	512
1918.....	115	1929.....	583
1919.....	184	1930.....	640
1920.....	224	1931.....	725
1921.....	254	1932.....	750
1922.....	321	1933.....	778
1923.....	390	1934.....	800
1924.....	424	1935.....	822
1925.....	440	1936.....	836
		1937.....	881

It will be noted that in 1918 there were over 100 of these consolidating, but very few of these, probably not to exceed twenty-five, were established as consolidated schools. They were schools that had been organized through necessity and in such a way that later on could be classified as consolidated schools.

Bright Prospect

The new Merging Law (Act 157) passed by the recent Session of the General Assembly will give impetus to this forward-looking movement, not only by providing for the merging of the smallest districts, but by instituting a broad program of local study and research into the educational possibilities of merging other of Pennsylvania's 2,300 rural districts.

School districts in the United States number approximately 127,000. The State of Illinois with approximately 12,000 has the greatest number in any one State.

Quarter Million Pupils Perfect in Attendance

Interest in Schools Revealed in
Unusual Record

DR. CARL D. MORNEWECK
Adviser Division of Child Accounting
and Research

The Department of Public Instruction has distributed more than a quarter million perfect attendance certificates and seals to the schools of Pennsylvania for the 1936-37 school year. This unusual record, which indicates that one out of every eight pupils was neither absent nor tardy during the term, reveals a remarkable interest on the part of pupils in their school activities. It is evident that school children of Pennsylvania are eager not only to make a perfect attendance record, but to participate in the great variety of interesting activities in the modern school program. The report also signifies that an excellent standard of individual health is maintained on the part of the great majority of the two million children and youth enrolled in the schools of the State. Through all kinds of weather, over back roads, and across long distances, Pennsylvania's children daily march to school.

This remarkable achievement on the part of the pupils of Pennsylvania was made possible only by the cooperation of the parents with the school authorities.

Other factors that contributed to this record are good roads, efficient transportation facilities, and the policy of the school to encourage regularity of attendance by maintaining accurate records and reports, and employing school and home visitors to assist parents in maintaining favorable attendance conditions.

Two important advantages of such regularity on the part of the future citizens of the Commonwealth are, first, the development of the wholesome habit of being present and on time, and second, impressing on the minds of young people the necessity of maintaining good physical health in order to carry on daily duties regularly.

School Enumeration Includes Children from 6 to 18 Years Of Age

New Law Raises Attendance Age to
Encourage Further Education
of Youth

MRS. LEONA SAVAGE
Adviser Division of Child Accounting
and Research

In a recent communication to County and District Superintendents, the Department of Public Instruction explained that Senate Bill Number 158, which was passed by the General Assembly June 5, 1937, provides for the enumeration of children from 6 to 18 years of age, beginning with the school year 1937-1938. This raises the age limit for enumeration purposes from the present requirement of 16 years to 18 years of age.

(Continued on page 15, column 3)

ADMINISTRATION AND FINANCE—Concluded

Superintendents Prompt in Reporting Attendance

Data From Ninety Per Cent of City Districts Reach Department Before Stated Time

County Superintendents Commended

DR. DONALD P. DAVIS

Chief Division of Child Accounting and Research

A splendid record was made for the last school term by county and district superintendents sending monthly attendance reports complete and on time to the Department of Public Instruction. Out of one hundred seventy-six district superintendents one hundred fifty-three or about ninety per cent summarized the attendance reports for their districts and submitted the reports to the Department before the stated time for the last month of the term. It is interesting to note that ninety-five district superintendents submitted all monthly attendance reports for the entire term within the appointed periods.

For the last month of the term thirty-five of the sixty-six county superintendents also collected and submitted reports for their counties on time. Sixteen of these officials have submitted all monthly attendance reports for the year on time. Considering the amount of work involved in collecting these reports from the various school districts under the supervision of each superintendent, checking the reports for correctness, and sending them to the Department, this is a commendable record.

After the records of the Department were cleared with respect to reports missing for the month of January it was found that in Montgomery County the schools for which reports had not been received had been closed. Therefore, Montgomery County had all their reports submitted on time for the month of January.

Following are listed the counties and independent districts from which attendance reports were received on time for the last month of the school term 1936-1937:

DISTRICT SUPERINTENDENTS

- | | |
|---------------------------|------------------------------|
| 1. Allentown City* | 27. Clearfield Borough* |
| 2. Altoona City* | 28. Coal Township* |
| 3. Archbald Borough* | 29. Coatesville City |
| 4. Arnold Borough* | 30. Columbia Borough* |
| 5. Ashland Borough | 31. Connellsville City* |
| 6. Ashley Borough | 32. Conshohocken Borough* |
| 7. Bangor Borough* | 33. Corry City* |
| 8. Beaver Borough* | 34. Crafton Borough* |
| 9. Beaver Falls City* | 35. Darby Borough |
| 10. Bellevue Borough* | 36. Derry Township* |
| 11. Bethlehem City* | 37. Dickson City Borough |
| 12. Bensalem Township* | 38. Donora Borough |
| 13. Berwick Borough | 39. DuBois City* |
| 14. Blakely Borough* | 40. Dunbar Township* |
| 15. Braddock Borough* | 41. Duquesne City* |
| 16. Bridgeport Borough | 42. Easton City* |
| 17. Butler City | 43. East Pittsburgh Borough* |
| 18. Canonsburg Borough* | 44. Ellwood City Borough* |
| 19. Carlisle Borough* | 45. Emswiler Borough |
| 20. Carnegie Borough* | 46. Erie City* |
| 21. Cecil Township | 47. Etna Borough |
| 22. Chambersburg Borough* | 48. Exeter Borough |
| 23. Charleoi Borough | 49. Farrell City* |
| 24. Cheltenham Township* | 50. Fell Township* |
| 25. Chester City | 51. Ford City Borough* |
| 26. Clairton City | |

- | | |
|-----------------------------|--------------------------------|
| 52. Forest City Borough* | 103. Oil City City* |
| 53. Franklin City* | 104. Old Forge Borough |
| 54. Gettysburg Borough* | 105. Palmerton Borough* |
| 55. Greensburg City* | 106. Philadelphia City Borough |
| 56. Greenville Borough* | 107. Phoenixville Borough |
| 57. Grove City Borough | 108. Pittston City |
| 58. Hanover Borough* | 109. Plymouth Borough* |
| 59. Haverford Township* | 110. Pottstown Borough* |
| 60. Hazle Township* | 111. Pottsville City |
| 61. Hazleton City* | 112. Punxsutawney Borough* |
| 62. Hollidaysburg Borough* | 113. Radnor Township |
| 63. Homestead Borough | 114. Rankin Borough |
| 64. Honesdale Union | 115. Reading City* |
| 65. Huntingdon Borough | 116. Ridgway Borough |
| 66. Indiana Borough | 117. Rochester Borough* |
| 67. Johnstown City | 118. Rostraver Township* |
| 68. Kane Borough* | 119. Saint Clair Borough |
| 69. Lancaster City* | 120. Sayre Borough* |
| 70. Lansdale Borough* | 121. Scottsdale Borough* |
| 71. Lansdowne Borough | 122. Shamokin Borough |
| 72. Lock Haven City* | 123. Sharon City* |
| 73. Latrobe Borough | 124. Shenandoah Borough |
| 74. Latrobe City | 125. Springfield Township* |
| 75. Lower Merion Township* | 126. Steelton Borough |
| 76. Lehigh Township* | 127. Summit Hill Borough |
| 77. Lewistown Borough* | 128. Sunbury City* |
| 78. Lock Haven City* | 129. Swissvale Borough |
| 79. Mahanoy Township* | 130. Tamaqua Borough* |
| 80. McKeesport City* | 131. Tarentum Borough* |
| 81. McKees Rocks Borough* | 132. Taylor Borough* |
| 82. Meadville City* | 133. Throop Borough |
| 83. Middletown Borough* | 134. Titusville City |
| 84. Midland Borough* | 135. Tredyffrin Township |
| 85. Milton Borough | 136. Tyrone Borough* |
| 86. Minersville Borough* | 137. Uniontown City* |
| 87. Monessen City* | 138. Upper Darby Township* |
| 88. Monongahela City | 139. Upper Merion Township* |
| 89. Mt. Carmel Borough* | 140. Vandergrift Borough* |
| 90. Mt. Carmel Township | 141. Washington City* |
| 91. Mt. Lebanon Township* | 142. Waynesboro Borough* |
| 92. Mt. Pleasant Township* | 143. West Chester Borough |
| 93. Muhlenberg Township* | 144. West Mahanoy Township |
| 94. Munhall Borough* | 145. West Pittston Borough* |
| 95. Nanty-Glo Borough* | 146. Whitehall Township* |
| 96. New Brighton Borough | 147. Wilkes-Barre City |
| 97. New Castle City | 148. Wilkinsburg Borough |
| 98. New Kensington Borough | 149. Williamsport City |
| 99. Newport Township | 150. Wilson Borough* |
| 100. Norristown Borough* | 151. Windber Borough |
| 101. Northampton Borough* | 152. Winton Borough |
| 102. North Braddock Borough | 153. York City* |

COUNTY SUPERINTENDENTS

- | | |
|-----------------|--------------------|
| 1. Adams* | 19. Lehigh |
| 2. Beaver* | 20. Lycoming |
| 3. Bedford* | 21. Mercer |
| 4. Cameron* | 22. Mifflin |
| 5. Centre | 23. Monroe |
| 6. Clarion | 24. Montour* |
| 7. Clinton | 25. Northumberland |
| 8. Columbia* | 26. Perry* |
| 9. Cumberland | 27. Pike* |
| 10. Dauphin | 28. Potter* |
| 11. Elk* | 29. Snyder |
| 12. Erie | 30. Susquehanna |
| 13. Fulton | 31. Tioga* |
| 14. Greene | 32. Union* |
| 15. Juniata* | 33. Venango |
| 16. Lackawanna* | 34. Wayne |
| 17. Lancaster* | 35. Wyoming* |
| 18. Lebanon* | |

*Indicates districts and counties having reports submitted on time each period.

Nursery Schools Rise

Since 1932 there has been an increase of forty-two per cent in number of nursery schools in the United States.

States reporting ten or more nursery schools are New York fifty-nine, Massachusetts thirty-five, California thirty, Michigan, sixteen, Illinois fourteen, Minnesota fourteen, Maryland thirteen, Ohio thirteen, and Pennsylvania ten.

330 SCHOOL DISTRICTS RECEIVE SPECIAL AID

Assistance From State Assures Educational Opportunities For Every Child During Year

E. A. QUACKENBUSH

Chief Division of School Business

In order to assure continuous educational opportunities for every child in Pennsylvania, it has become necessary from time to time for the Department of Public Instruction to provide special aid to financially distressed school districts. Beginning with the 1933-1935 biennium, the General Assembly has made a special appropriation to the Department of Public Instruction that the schools of every community might be maintained throughout the full term.

Financial conditions among Pennsylvania's 2,582 school districts vary widely, and some districts find themselves unable to maintain an adequate program of instruction without financial assistance beyond the normal appropriations from the State. Abnormally low financial returns on property investments have reduced collectable taxes in some communities to such an extent that the school systems are without sufficient funds to maintain a complete program of instruction for the children and youth of the districts. Unemployment and the resulting reduction in the amount of per capita tax collected in school districts, have likewise operated to reduce financial resources for school purposes below the maintenance level. In other cases, floods have made it difficult, if not impossible, to collect full taxes on certain properties. In a few instances obligations of school districts have been permitted to accumulate over a period of years to such an extent that the present school authorities of those districts are unable to meet these back obligations and at the same time support the present program of education.

The Department of Public Instruction has attempted to assist these distressed school districts not only by cooperating with them in their present emergencies, but by aiding them in the development of a financial plan that will guarantee a successful educational program for the future. Applications for special aid received by the Department are investigated before any funds are appropriated. In these investigations the Department, with the cooperation of the local school authorities, first verifies the true financial status of the district. Having determined this, the school district is required to do everything possible to help itself in the solution of its problems. Financial advisers of the Department also assist the local officials in setting up a budget that conforms as nearly as possible to the revenues available and the educational needs of the local school district. A financial program looking toward the future is also established on this cooperative basis.

During the year 1936-1937, 370 school districts applied for special aid under this plan. Of these, 332, after careful study of the local financial situation was made, were granted assistance. Records indicate that in 1934-1935, 533 grants were made, and in the year previous, 514 districts received special aid. The amount expended for special education during the previous year was slightly less than \$2,000,000.

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

Education Fundamental to Happy Home Life

Vital Social Adaptations Acquired
Through Study of Family
Relationship

MRS. ANNA G. GREEN
*Chief Division of Home Economics
Education*

The fundamental importance of home-life justifies the emphasis on a practical study of family relationships in the instructional program of the public schools. The increasingly close cooperation between the home and the school is making it possible to offer the children and youth of Pennsylvania practical opportunities for developing those habits, attitudes, appreciations, standards, and attainments which make for efficient and happy home-life.

Only by the use of observations and experiences of students in their actual environment, however, can the school obtain any degree of success in developing in the learner these indispensable attributes. The vast practical lessons in human relations in civic attitudes, in religious ideals, in economics, and even in education are acquired by children in the home.

Likewise through the family unit children enter into relations with the various agencies and institutions of the community such as the stores, the recreational centers, the professional offices of the physician, the Minister, the teacher, the businessman, and the like. These are distinctly educational experiences and become fundamental in the formal preparation of the children to become adjusted not only to family life, but to social life in general.

For these reasons education should give wide scope to activities, interests and experiences relating to family life; for it is an important function of the school to fit those enrolled for happier relationships in their present life, as well as for their development into effective future home-makers.

This preparation can begin in the kindergarten with an emphasis on home life as a cooperative experience among the members of the family. A little later in their school experience the children may be taught a broader view of social relations involving institutions outside the home and in the homes of pupils of other lands.

In the secondary school various aspects of scientific knowledge which relate to intelligent family life may be given consideration. For example, the various types of relationships among the different members of a household including the education of young children, father-son, mother-daughter relationships, and home care, can be taught in home economics and guidance groups in the secondary school.

Two other areas rich in possibilities in education for home living are nursery schools and parent education classes. Both of these levels of educational activity are developing at a rapid rate at the present time and are making a valuable contribution to this important objective of public education, namely, the preparation for happy family living.

CURRICULUM REVISION A MEANS OF SUPERVISION

ALAN O. DECH
Adviser on Curriculum Construction

The major aim of supervision is the improvement of instruction. Other aims are undoubtedly of concern to the supervisor, but all of them have as their ultimate objective the improvement of instructional philosophy and practice in the public schools. In order that this goal may be achieved every administrator must develop for his school a program of supervision which is sufficiently broad in scope, and at the same time sufficiently intensive, as to have specific and practical implications for each teacher.

Administrators have found that a program of curriculum revision in which all teachers actively participate is the most efficient and practical means of achieving this objective of supervision. The hundreds of revision programs being conducted throughout the country testify to the intrinsic value of such a program. Class visitation is an important instrument of supervision but its effectiveness is limited in scope to that of the teacher concerned. Weekly or monthly bulletins are not always read nor understood. Faculty meetings tend to become the medium for the dissemination of information on administrative matters. The extension class is an uncertain factor in the improvement of instruction because of the diversity of aims of the attending members. Individual and group conferences are excellent but often too time-consuming to be effective. All of these oft-used instruments of supervision are excellent for the purposes for which they have been designed and should not be abandoned. A long-time, all-inclusive program of professional growth is necessary, however, to provide a sound basis for improving instruction.

A carefully developed plan for a cooperative curriculum revision program directed by a capable administrator will produce improvement far surpassing any other single means which may be used. It provides a basic professional program of study centered about the crucial issues with which all teachers and administrators are confronted. Being paramount to all else, the curriculum, which may be defined as all the experiences which boys and girls have in school, becomes the major concern of the school staff.

Some of the advantages of making curriculum revision the foundation for a program of professional growth are included in the following statements:

1. A curriculum revision program involving the entire faculty creates a spirit of cooperation among staff members since all are working for a common purpose. It produces a solid frontal attack and focuses the attention of all faculty members upon problems common to the whole school.
2. It offers opportunity for the teachers to become familiar with the newest educational theories, practices and materials.
3. It improves the professional attitude of the teachers.
4. It affords opportunity for every teacher, regardless of ability, interest, or need

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Five-Year Project Nears Conclusion

H. FRANK HARE
Chief Division of Secondary Education

During the current school year marked progress has been made by the Cooperative Study of Secondary School Standards, which consists of representatives from the six regional associations of colleges and secondary schools in the United States. Two hundred secondary schools of a wide variety of types and sizes, located in every one of the forty-eight states and the District of Columbia, have been studied intensively in a number of ways since September 1936.

Each school has been visited for periods of from two to ten days each by a committee of experienced educators who have made a detailed examination, analysis and appraisal of the curriculum, pupil activity program, library service, guidance service, instruction, educational outcomes, staff, plant, and administration of each school, after checking more than 1,500 different items in these areas.

A group of ten test administrators has given a series of psychological, achievement and social attitudes tests to 20,000 pupils in the cooperating schools.

Several other extensive studies have also been carried on in order to obtain other types of evaluation of the educational process and product in these schools. One of these involved securing reports on the subsequent collegiate success of over 16,000 graduates of the schools who later entered higher educational institutions. Another significant study has been an investigation of the subsequent records and careers of almost 15,000 pupils in the 200 schools who did not continue with any further formal education after leaving the secondary school.

Another factor in the appraisal of the schools has been the judgments of over 7,000 parents of secondary school seniors concerning twelve different aspects of the school's influence on the lives of their sons and daughters. Still another factor is the judgment of approximately 20,000 pupils now enrolled in these schools.

Through tryout of these different methods of appraisal, the Cooperative Study will attempt to ascertain the validity and the relative importance of various ways of evaluating schools.

The Five-year Study, which is now closing its fourth year of activity, is being financed by one of the Educational Foundations, and by the six cooperating associations—the New England Association, the Middle States Association, the North Central Association, the Southern Association, the Northwest Association, and the Western Association.

- to contribute to the improvement of the instructional program of the school.
5. It emphasizes and usually guarantees a favorable growth in educational philosophy.
6. It tends to improve the instructional materials and practices in the school.

INSTRUCTION—Concluded

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and District

ALAN O. DECH

Adviser on Curriculum Construction

In a previous issue of the Pennsylvania Public Education Bulletin, a representative list of General Curricula in force in various cities and states was given. Representative among the numerous curricula dealing with Agriculture, Art and Commercial Activities—the second, third and fourth titles of this series—are the following:

B. AGRICULTURE

Place	Title	Grade	Date
Minnesota State	Agriculture for Junior and Senior High Schools	7-12	1932

C. ART

Fort Worth, Texas	A Tentative Course of Study in Art	4- 8	1933
Fort Worth, Texas	Course of Study in Art	7-12	1933
Idaho State	Tentative Course of Study in Art for Junior and Senior High Schools	7-12	1933
Indiana State	An Art Activities Course of Study for Indiana Schools	1-12	1933
Lynn, Mass.	Art Course of Study for Junior High Grades	7- 9	1933
Minneapolis, Minn.	Course of Study in Art	7- 9	1935
Minneapolis, Minn.	Course of Study in Art	9-12	1936
New York State	Correlated Syllabus in Art Education for the Junior High School	7- 9	1935
New York State	Secondary Syllabus in Art Education	9-12	1936
State Normal School, Cheney, Wash.	Art Activity Courses	1- 9	1932

DEGREES AWARDED CHIEF OF ART EDUCATION DIVISION

Dr. C. Valentine Kirby, Chief of the Division of Art Education in the Department of Public Instruction, was recently honored by receiving degrees from two colleges in Pennsylvania.

Franklin and Marshall College at Lancaster conferred the Doctor of Pedagogy Degree at the Commencement Program held during the celebration of the 150th Anniversary of the Founding of that Institution. At the recent Commencement of Lebanon Valley College at Annville, Pennsylvania, Doctor Kirby was again honored by receiving the Doctor of Fine Arts Degree.

A Recognition of Merit

Both degrees were awarded Doctor Kirby for the outstanding contributions which he has made in the field of Art Education, not only in Pennsylvania, but in the United States. The Professional preparation of Doctor Kirby comprises study at Union College at Schenectady, New York; and at the Art School of New York City. He supplemented this preparation in American institutions by studying in the Art Schools of Europe during three summers.

Broad Supervisory Experiences

At the completion of his formal study and travel abroad, Doctor Kirby began his career of service in the schools of Philadelphia. He subsequently supervised the art program in Denver, Colorado; Buffalo, New York; and Pittsburgh, Pennsylvania. At the University of Pittsburgh, he developed the teacher education program in the field of art in the school of education. He likewise served in a similar capacity at the Carnegie Institute of Technology.

Distinctions

Among the distinctions which Doctor Kirby has enjoyed in his professional career, are memberships in such organizations as the Eastern Arts Association, the Federated Council on Art Education, the National Association for Art Education, the American Federation of Arts, and the Carnegie Corporation. Doctor Kirby also enjoyed the distinction of representing the United States at the International Art Congress in Dresden.

Directed Art Program in State

In Pennsylvania, under Doctor Kirby's leadership, a program of Art Education relating to school, home, community, and industrial life has been developed. The preparation of teachers of art has been developed so that today there are in the classrooms of the Commonwealth more than 1,000 fully certified instructors in this field. He has likewise supervised the preparation of a bulletin containing comprehensive suggestions and procedures for the use of teachers of art in the State.

Wrote

Among the publications of Doctor Kirby are: Art Education in Theory and Practice, the Business of Teaching and Supervising the Arts, Art Education and Practical Drawing, and other pamphlets and bulletins for use in carrying forward the art education program. He is also known to book lovers as the designer of more than 200 book plates.

RECREATION EDUCATION

Topics Proposed for Group Discussion

A. W. CASTLE

Chief Division of Extension Education

One of the most hopeful developments in the past five years has been the recognition of the important place recreation should have in modern life.

Our Nation, struggling through economic disaster, harassed by floods, and torn by conflicting political opinions, has held to the American dream of making the best of life available to all.

On this foundation, the public recreation movement is being built in the interest of all who would find the fullness of life in music, drama, arts and crafts, sports, contact with nature, and other activities that make up the play and recreation program.

How to adapt this tremendous social force to modern needs; how to protect its strong points and strengthen its weak ones; how to relate recreation services to recovery conditions—these, and other pressing questions, are being faced by thoughtful educational leaders today.

The following topics for group discussion in this important field of education have been suggested by the National Recreation Association:

- Recreation requirements for modern youth
- Volunteers in recreation service
- How can gains in emergency work be built into the permanent program?
- Making recreation known to the public
- Wider use of the schools for enrichment of community life
- Recreation in American family life
- Recreation in religious organizations
- Recreation program for employes in industry
- Present problems in rural recreation
- Camping in the recreation program
- Nature activities in public recreation
- Musical possibilities in present-day life
- Arts and crafts as recreation

SCHOOLS GRADUALLY ADOPTING RADIO

One in Seven Already Using Air Facilities

DR. M. CLAUDE ROSENBERY

Chief Division of Music Education

The use of radio in commercial enterprises has received wide recognition and public schools are gradually awakening to its advantages in gaining desired educational purposes. A recent survey made by the Office of Education in Washington, reveals that among some 80,000 school buildings throughout America there are approximately 12,000 radios and centralized sound systems. There is evidence however that each year more teachers are using the radio and that within a few decades this new medium of education will become a commonly accepted tool of learning. While the general average of radios in schools for the Nation is but one for every seven buildings, there are a few states in which the ratio is one in every two or three buildings.

The increasing use of radios in the public schools will be somewhat retarded by the persistence of formal classroom procedure, the cost of the new equipment, and the lack of qualified teachers and special techniques required for the effective use of air facilities in the learning processes. These retarding influences can be reduced, if not overcome, by the wider dissemination of information about radio, the enthusiasm of those who are succeeding in its use, the encouragement and support of social and civic organizations, and the development of curriculums in radio education in the professional schools for teachers.

Individuals and committees are at work now in this promising field. By announcing their progress in research in radio to principals, superintendents, and other educational leaders, through conventions and institutes, as well as through professional and lay publications, it is inevitable that the next few years will witness a rapid growth in the use of this valuable teaching aid.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER

Director Bureau of
Professional Licensing

Scholarship Winners Announced

JAMES G. PENTZ

Chief Division of Pre-Professional Credentials

The eighty secondary school graduates, who ranked first in their respective counties and senatorial districts, in the Annual State Scholarship Examination that was given in every county seat in May, have been notified of their achievement. The winners, which represent every part of the Commonwealth, are entitled to a \$400 Scholarship valid for tuition costs at any accredited college in Pennsylvania. These aids to

worthy graduates are financed by an appropriation by the General Assembly, and have been awarded since 1923, to encourage young men and women, who receive additional financial assistance, in order to prepare themselves for careers in the profession.

Following are the names of the successful candidates, together with the counties and schools they represent:

COUNTY

ADAMS
ALLEGHENY
(38th District)
(40th District)
(42nd District)
(43rd District)
(44th District)
(45th District)

ARMSTRONG
BEAVER
BEDFORD
BERKS
BLAIR
BRADFORD
BUCKS
BUTLER
CAMBRIA
CAMERON
CARBON
CENTRE
CHESTER
CLARION
CLEARFIELD
CLINTON
COLUMBIA
CRAWFORD
CUMBERLAND
DAUPHIN
DELAWARE
ELK
ERIE
FAYETTE
FOREST
FRANKLIN
FULTON
GREENE
HUNTINGDON
INDIANA
JEFFERSON
JUNIATA
LACKAWANNA
LANCASTER
LAWRENCE
LEBANON
LEHIGH
LUZERNE
(20th District)
(21st District)
LYCOMING
McKEAN
MERCER
MIFFLIN
MONROE
MONTGOMERY

MONTOUR
NORTHAMPTON
NORTHUMBERLAND
PERRY
PHILADELPHIA
(1st District)
(2nd District)

(3rd District)
(4th District)
(5th District)

(6th District)
(7th District)
(8th District)

PIKE
POTTER
SCHUYLKILL
SNYDER
SOMERSET
SULLIVAN
SUSQUEHANNA
TIOGA
UNION
VENANGO
WARREN
WASHINGTON
WAYNE
WESTMORELAND
WYOMING
YORK

STUDENT

Emilie Jane Hartman

Clara Eileen Quinn
Marjorie Munroe
Mary Elizabeth Bailey
Sol Jerome Metlin
Edward Lynn Kaplin
Arthur Garwood
Ashbrook, Jr.
Helen Marguerite Ambler
James Joseph Boyle
Anna Mary Hinson
Esther Hanna Alpiner
Judyth Mavys Sacks
Drusilla Eunice Kennedy
Wayne Elton Snyder
Virginia Fleeger
Dorothy Griffith
Mary Regina Kennedy
Margaret E. Harlan
Robert Kinsel Smith
Mildred Louise Stahlnecker
Theodore Cales Williams
Jean Hepburn Waldron
Richard Mendenhall Sharp
James Francis Casey
Charlys Marian Lucht
John H. McCandless
Robert Bressler Blanning
Samuel M. Raymond
Robert Howard Vought
Ralph Parkman
Robert Irving Weiss
Helen Asnet Kelly
Donald E. Haller
Dorothy Jean Mellott
Clay L. Gifford
Harry Lloyd Geissinger
Robert Arthur Bracken
John Ward Jenks
Virginia Wilson Guss
Wayne Cecil Lowrie
Mary Baird Mohler
Joseph Robert Lloyd
Richard Price Deitzer
Edythe Rickel

Robert Frederick Leary
Jacob Murray Edelman
Thomas Oliver Meyer
David Elson
Robert King Richardson
Lois Swisher Romig
Ellen Jane Brundage
Edwin DeHaven Grosholz

Philip Musser Irely
Carl Clemens Stotz
Ira R. Lindemuth
Dorothy Katharine Rice

Leonore Rankin
William R. Watson, Jr.

Maxwell Gorden
Erwin Klingsberg
Marie Kathryn Naab

Florence H. Davison
Samuel Myer Abelson
Ivan Gilbert
Martha V. Daumann
June Lorraine Eaton
Leon Jay Yarrow
Suzanne Marie Johnston
Eleanor Miller
Melvin Blair Morgan
Emmanuel Freedman
Emma B. Simmons
Betty Fleckenstine
Leon Portes Rosenberry
Oliver G. Summerton
Samuel Louis Rodgers
Ernest Sanford Dix
Janet Lee Shultz
Mildred Evelyn Johnston
Barkley Beidleman

SECONDARY SCHOOL

Littlestown

South Hills
Ben Avon
Perry High
Schenley, Pittsburgh
Swissvale
Crafton

Ford City
Ambridge Senior
New Paris-Napier Jt.
Reading Senior
Altoona
Troy
Sellersville-Perkasie Jt.
Millerstown
Nanty-Glo
Emporium
Mauch Chunk
State College
Coatesville
Sligo
Du Bois Senior
Lock Haven
Berwick
Meadville
New Cumberland
Williamstown
Swarthmore
Ridgway
Academy High, Erie
Uniontown
Tionesta
Chambersburg
McConnellsburg
Waynesburg
Huntingdon
E. Wheatfield-Armagh Jt.
Punxsutawney
Juniata Jt.
Abington Independent
Shippen School
New Castle
Lebanon
Allentown

Kingston
J. M. Coughlin High
Williamsport
Kane
Mercer
Brown Township
Stroudsburg
Episcopal Academy,
Overbrook
Danville
Easton
Mount Carmel
Landisburg

Philadelphia Girls'
Episcopal Academy,
Overbrook
Central High
West Phila.
West Phila. Catholic
for Girls
Olney High, Phila.
Central High, Phila.
Olney High, Phila.
Milford Independent
Galeton
Shenandoah
Selinsgrove
Meyersdale
Elkland Twp. Voc.
Forest City
Westfield
Lewisburg
Sugar Creek Twp.
Tidioute
Canonsburg
Preston Twp.
Norwin
Tunkhannock
Hanover Senior

INSTITUTE OF STUDENT AID

Organization Serves As A Clearing House
For Information On Scholarships and Other
Forms of Assistance for Ambitious Youth

ALBERT J. McGLYNN

Adviser Division of Pre-Professional
Credentials

One of the most authentic and far-flung services for ambitious youth who are handicapped by a lack-of-funds for a college education, is the Institute of Student Aid, located in Hartford, Connecticut. This Institute was established for the exclusive purpose of aiding persons who require financial and other assistance in their preparation for professional careers.

While the service consists largely of the dissemination of reliable information, it also includes counsellor and guidance services to youth. Consultations with parents, students and services are conducted under the program of the Institute of Student Aid.

The Institute issues monthly a substantial magazine entitled, "Student-Aid." This organ carries information on scholarships, fellowships, loan funds, and student employment opportunities. Furthermore, each issue features a major phase of educational opportunities of Pennsylvania, another of Virginia, another of Michigan, another of a foreign nation, and again one of the issues may make a special feature of the educational opportunities in a certain profession such as dentistry, forestry, medicine, law, music, and the like.

Associated on the Advisory Council are representatives of colleges and universities, the National Congress of Parents and Teachers, the Young Women's Christian Association, the Young Men's Christian Association, Rockefeller Center, the American Association of Social Workers, the National Youth Administration, and the Vocational Guidance Association.

EXPIRATION DATES FOR LICENSES

Annual Termination of Permits to Practice
Trades and Professions Under
New Regulations

Act Number 222, which became effective May 25, 1937, authorizes the Department of Public Instruction to fix the annual expiration dates for licenses and registration certificates for professions, trades and occupations licensed by the Department. In accordance with the authority given the Department, the following schedule of expiration dates has been fixed:

Beauty Culture January 31
Real Estate February 28
Dentists March 31
Barbers April 30
Architects June 30
Pharmacy September 30
Nurses October 31
Osteopathic Physicians October 31
Osteopathic Surgeons October 31
Engineers November 30
Optometrists November 30
Veterinarians November 30
Medical December 31
The only groups not renewing their licenses are:
Certified Public Accountants
Anthracite Mine Inspectors
Bituminous Mine Inspectors

Teacher Education and Certification

DR. HENRY KLONOWER
Director Teacher Education
and Certification

County Meetings of Teachers Announced

Annual Institutes Provide Instruction and Inspiration to Educators

MOST SESSIONS SCHEDULED FOR SEPTEMBER AND OCTOBER

Sixty-six counties of the Commonwealth have scheduled their annual teachers institutes for the 1937-1938 term. Since their inception many years ago, these annual county meetings have proved of great instructional and inspirational benefit to the teachers of the Commonwealth. Under the present regulation relating to teachers institutes—effective since 1935—each county superintendent calls the teachers of the public schools under his jurisdiction to assemble for two days or their equivalent each year at such time and place as he may deem most convenient for the purpose of receiving instruction in the science and art of teaching. Superintendents may also invite members of the teaching and supervisory staffs of the other districts and of institutions of learning within the county to attend such meetings.

Each county superintendent exercises general management over the institute, secures the necessary speakers, and incurs the necessary expenses. Under Act 6 of the 1937 Session of the General Assembly, teachers receive two dollars pay for each half day of attendance at these annual meetings.

In-service preparation of teachers has been, and will continue to be, an essential part of the whole teacher preparation program.

There is measureless professional benefit derived from gathering together in large groups all those who are responsible for the management, supervision and instruction in the schools. All who work in the schools can better understand the larger problems of education having a common purpose. Teachers get the inspiration and kindred feeling which come from larger gatherings of those who are engaged in the same work. New problems, theories and practices are constantly arising in education that can be presented to all who work in the schools.

The General Meeting also gives the superintendent an opportunity to present to all teachers of the county or district, the objectives to be accomplished during the year.

Teachers of the county or district however may be classified for Sectional Meetings according to needs and interests. Such classifications might include teachers of the kindergarten-primary group, intermediate group, junior high school group, and senior high school group. These smaller groupings make possible the round table discussion of problems of immediate concern to the group. Excellent opportunity is here afforded to discuss

subject matter of the grades, methods of instruction as it applies to the age level of the children within the classification, and emphasis can be given to particular problems, such as supervised study, measurements, and child problems that more closely relate themselves to the group. Techniques of teaching may be shown through the demonstration lesson although this type of exercise seems to bring equally good results when presented to the larger Meetings.

Following is the schedule of Teacher Meetings for the Counties of the Commonwealth during 1937-1938.

COUNTY	SUPERINTENDENT	PLACE OF MEETINGS	DATES OF MEETINGS
Adams	J. Floyd Slaybaugh	Gettysburg	Sept. 2, 3
Allegheny	Charles E. Dickey	Pittsburgh	Oct. 14, 15, 16
Armstrong	John A. Mechling	Kittanning	Oct. 7, 8
Beaver	E. D. Davidson	Beaver	Aug. 26, 27
Bedford	Lloyd H. Hinkle	Bedford	Nov. 8, 9
Berks	Alvin F. Kemp	Reading	Sept. 2, 3
Blair	M. A. Dively	Hollidaysburg	Sept. 4, Oct. 2
			Nov. 6, Dec. 4
Bradford	J. Andrew Morrow	Towanda	Oct. 1, 2
Bucks	J. H. Hoffman	Doylestown	Oct. 29*
Butler	John T. Connell	Butler	Sept. 4, Oct. 2
Cambria	Arthur M. Stull	Ebensburg	Oct. 21, 22
Cameron	C. E. Plasterer	Emporium	Oct. 14, 15
Carbon	Stuart E. Prutzman	Mauch Chunk	Nov. 4, 5
Centre	F. Glenn Rogers	Belleville	Oct. 21, 22
Chester	Clyde T. Saylor	West Chester	Sept. 7, March 31
Clarion	N. E. Heeter	Clarion	Oct. 28, 29
Clearfield	W. P. Trostle	Clearfield	Sept. 2, 3
Clinton	Newton L. Bartges	Lock Haven	Sept. 30, Oct. 1
Columbia	William W. Evans	Bloomsburg	Nov. 19, 20
Crawford	P. D. Blair	Meadville	Sept. 2, 3
Cumberland	Ralph Jacoby	Carlisle	Oct. 21, 22
Dauphin	I. D. App	Harrisburg	Nov. 19, 20
Delaware	Carl G. Leech	Media	Oct. 25, 26
Elk	O. G. F. Bonnert	Ridgway	Nov. 4, 5
Erie	E. R. Hadlock	Erie	Oct. 15, 16
Fayette	James G. Robinson	Uniontown	Oct. 28, 29
Forest	Frank Watson	Warren	Nov. 12, 13
Franklin	Raymond G. Mowery	Chambersburg	Nov. 22, 23
Fulton	Charles M. Lodge	McConnellsburg	Oct. 28, 29
Greene	Kent Kelley	Waynesburg	Sept. 30, Oct. 1
Huntingdon	Joseph H. Neff	Huntingdon	Oct. 14, 15
Indiana	D. Lester Winger	Indiana	Oct. 21, 22
Jefferson	John H. Hughes	Brookville	Oct. 28, 29
Juniata	Samuel M. Short	Mifflintown	Oct. 25, 26
Lackawanna	Thomas Francis	Scranton	Oct. 28, 29
Lancaster	Arthur P. Mylin	Lancaster	Oct. 28, 29
Lawrence	John C. Syling	New Castle	Oct. 21, 22
Lebanon	Harry C. Moyer	Cornwall	Sept. 9, 10
Lehigh	Mervin J. Wertman	Allentown	Oct. 14, 15
Luzerne	A. P. Cope	Wilkes-Barre	Oct. 14, 15, Jan. 14
Lycoming	Frank H. Painter	Williamsport	Sept. 4, Oct. 7, 8
McKean	C. W. Lillibridge	Smethport	Sept. 25*
Mercer	Wm. M. Johnston	Mercer	Aug. 27
Mifflin	Elmer E. Sipe	Lewistown	Oct. 14, 15
Monroe	John H. Kunkle	Stroudsburg	Oct. 14, 15
Montgomery	Abram M. Kulp	Schoolmen's Week	*
Montour	Fred W. Diehl	Danville	Nov. 22, 23
Northampton	George A. Grim	Pen Argyl	Oct. 25, 26
Northumberland	C. E. Hilbish	Sunbury	Oct. 21, 22
Perry	D. A. Kline	New Bloomfield	Oct. 28, 29
Pike	C. B. Dissinger	Milford	About Nov. 4, 5
Potter	Archibald Akeley	Coudersport	Oct. 28, 29
Schuylkill	Amos W. Zerbe	Pottsville	Oct. 16, Nov. 29
Snyder	Frank S. Attinger	Middleburg	Sept. 16, Oct. 14
Somerset	Guy N. Hartman	Somerset	Nov. 4, 5
Sullivan	H. R. Henning	Dushore	Oct. 1, 2
Susquehanna	Frank A. Frear	Montrose	Oct. 18, 19
Tioga	Walter G. Clark	Wellsboro	Oct. 28, 29
Union	Frank P. Boyer	Mifflinburg	Oct. 21, 22
Venango	L. H. Pepper	Franklin	Oct. 14, 15
Warren	C. S. Knapp	Warren	Nov. 12, 13
Washington	S. V. Kimberland	Washington	Dec. 20, 21
Wayne	A. H. Howell	Lake Ariel, Hawley	Sept. 10, Oct. 29
Westmoreland	Charles F. Maxwell	Greensburg	Oct. 29, 30
Wyoming	Edwin H. Kehrl	Tunkhannock	Oct. 21, 22
York	W. F. Wilson	York	Oct. 14, 15

*Pending

TEACHER EDUCATION AND CERTIFICATION—Concluded

1937 College Graduates Number Over 10,000

Many Prepare For Careers in Pennsylvania Institutions

Through the portals of Pennsylvania's accredited colleges this year, came 10,859 graduates with degrees, signifying that they have reached a major milepost in their preparation for a professional career. Of these college men and women, 9,578 have completed their work in the fifty-six accredited Liberal Arts Colleges of the State, and 1,381 in the fourteen State Teachers Colleges.

The number of graduates from the arts colleges ranges from four to 1,557, with an average of 171 per institution. The size of the graduating classes from the State Teachers Colleges range from 20 to 219, with an average of about 91 per college.

Following is a report of the number of graduates for the Colleges of Pennsylvania:

A. ARTS COLLEGES AND UNIVERSITIES

Albright College	66
Allegheny College	105
Beaver College	91
Bryn Mawr College.....	126
Bucknell University	202
Carnegie Institute of Technology....	494
Cedar Crest College	44
College Misericordia	55
Dickinson College	126
Drexel Institute of Technology.....	256
The Dropsie College.....	4
Duquesne University	225
Elizabethtown College	36
Franklin and Marshall College.....	147
Geneva College (June and August)...	124
Gettysburg College	102
Grove City College.....	119
Haverford College	69
Immaculata College	43
Juniata College	70
Lafayette College	177
La Salle College.....	52
Lebanon Valley College (June and August).....	78
Lehigh University	253
Lincoln University	44
Marywood College	170
Mercyhurst College	34
Moore Institute—School of Design for Women.....	39
Moravian College and Theological Seminary	25
Moravian College for Women.....	30
Mount Mercy College.....	37
Mount Saint Joseph College.....	76
Muhlenberg College	102
Pennsylvania College for Women.....	70
Pennsylvania Military College.....	20
The Pennsylvania State College.....	841
Philadelphia College of Pharmacy and Science	72
Rosemont College	43
Seton Hill College.....	67
St. Francis College.....	39
St. Joseph's College.....	59
St. Thomas College.....	128
St. Vincent College.....	37
Susquehanna University	42
Swarthmore College	140
Temple University	1,092
Thiel College	49
University of Pennsylvania.....	1,557
University of Pittsburgh	1,064

(Continued on page 15, column 3)

Ten Per Cent of Teachers Shift Positions in Year

Many Certificates and Commissions Issued Supervisory Officials

A study of the supply of teachers in Pennsylvania, indicates that 9.6 per cent of the total number of elementary teachers were new in position this year as compared with 7.8 per cent in 1933.

During the last month, 264 teachers registered with the Placement Service. There were thirty-nine requests for teachers and supervisory officers. Three teachers were placed in positions by the Placement Service.

Doctor Ade stated that a study of the distribution of elementary certificates in Pennsylvania indicates that of the 40,000 teachers, 15.6 per cent are college graduates, 56.7 per cent are normal school graduates, 22.3 per cent hold standard certificates, and 4.9 per cent hold State standard limited certificates.

Twenty-three supervising principals certificates, twenty-five principals certificates, and four superintendents commissions were issued.

600 INSTRUCTORS DIRECT PROGRAM IN STATE TEACHERS COLLEGES

Over 600 instructors supervise the teacher education program in Pennsylvania's fourteen State Teachers Colleges.

In addition to these full-time mentors, there are some 250 part-time teachers who assist in directing the learning activities of the candidates for the teaching profession in the State. While most of the personnel serve as instructors, there are a great many members of the teachers college staffs who perform special functions.

The following table sets forth the different types of professional services engaged in by the full-time members of the staffs of the State Teachers Colleges in Pennsylvania:

Dean of Instruction.....	12
Deans of Men.....	13
Deans of Women.....	15
Dietitians	8
Directors of Demonstration Schools	15
Instructors	371
Librarians	13
Assistant Librarians	11
Nurses	7
College Physicians.....	2
Studio Teachers	13
Demonstration School Teachers....	125
Assistant Dean of Women.....	1
Total	606

For Advancement of Public School Education

The Franklin County Education Association has initiated a new JOURNAL for the advancement of public school education. The June 1937 issue, designated Volume 1, Number 1, is replete with congratulations from school officials, teachers and patrons, on the new service to the profession that will be rendered by this periodical.

Pennsylvania Employs 40,000 Elementary Teachers

Nearly Ten Per Cent Are New
Entrants in Positions

2,000 Gained First Year's
Experience in 1937

JONAS E. WAGNER
*Adviser Teacher Education and
Certification*

The total number of elementary teachers employed in the public schools of Pennsylvania during the school year 1936-37 was 40,032. This total represents an increase of approximately 400 teachers over the previous school year.

A grand total of 3,845 new entrants to these present positions was employed in the elementary schools this year. Of this number 1,807 had had previous teaching experience, but were new to their current positions. 2,038 were inexperienced teachers. During the college year 1935-36 the accredited liberal arts colleges and State teachers colleges in Pennsylvania graduated 1,222 two-year students and 647 four-year students, prepared in the field of elementary education. This represents a total of 1,869 graduates to serve as a partial supply for the 2,038 new positions created for the school year 1936-37. Graduates of colleges from other states, and graduates from previous years not yet placed in teaching positions, complete the source of supply for the new positions.

Six thousand two hundred and thirty-five of the elementary teachers had attained college certificates and 369 of these teachers were experienced new entrants, while 737 were inexperienced new entrants. A total of 513 four-year students who were graduated from the State teachers colleges and liberal arts colleges during the year 1935-36 had been placed in teaching positions for 1936-37. This represents 69.6 per cent of the 737 inexperienced new entrants in the elementary field who hold college certificates. In view of these facts, and the growing tendency of school boards to require certification on the college level of new appointees, enrolments in the four-year degree curricula in elementary education is being stressed.

Normal school certificates and diplomas were held by 22,695 elementary teachers in service during 1936-37. Of these, 880 were experienced new entrants, and 327 inexperienced new entrants in 1937.

Standard certification is held by 8,951 elementary teachers, 458 of whom are experienced new entrants and thirty-nine inexperienced new entrants. State standard limited certificates are held by 1,972 elementary teachers, eighty-one of whom are experienced new entrants, and 909 inexperienced new entrants. The total number of teachers in service on this type of certification will increase each year as the standard and partial certificate totals reduce.

The total number of partial elementary certificates has been reduced to 111 for the current year. A total of sixty-eight full-time emergency certificates was issued for elementary positions by superintendents of schools.

State Library and Museum

DR. JOSEPH L. RAFTER
Director State Library and Museum

FOR BETTER LIBRARY SERVICE

Three new appointments are being made in the Library Service Division of the Office of Education. Highest among the three positions is that of Chief of the Library Service Division, who will act as the principal library consultant in the Office of Education upon matters pertaining to library science and administration, and kindred fields. The other positions are those of Specialist in Public Libraries and Specialist in School Libraries.

With these new appointments, the Library Service Division of the Office of Education will definitely begin its permanent program of cooperation with libraries throughout the Country, with library associations, and other public groups, in utilizing and making available, as widely as possible, all fields of library services.

The Library Service Division has been established in the Office of Education by Congress to develop and promote better library service throughout the United States for both young people and adults. The American Library Association, with its membership of 12,000 librarians, representing practically all libraries in the Nation, highly recommended this new Government library service. With the continued support of the American Library Association, and with the cooperation of all librarians and library agencies, local, State, and national, there should be developed in our Country a higher standard of library service for students, educators and citizens in general. For many of the 40,000,000 persons in the United States reported to be without library service of any kind, the Library Service Division of the Office of Education will be able to do much toward bringing books within reach.

EDUCATION BY MOTION PICTURES

American Council on Education Announces Two Studies

MRS. GERTRUDE B. FULLER
Assistant Director State Library and Museum

The American Council on Education has recently announced the publication of two studies dealing with motion pictures as an aid in education. The first of these is entitled "The Motion Picture in Education—Its Status and Its Needs." This new publication is a concise review of five major problems which must be considered by anyone interested in the development of visual instruction. These problems are analyzed and suggestions are made for their solution which may be followed by any administrator in his own school system, in state and county units, and in colleges and universities. The work of the Educational Motion Picture Project of the American Council on Education is presented, and the various materials prepared by the Project are discussed. The second study is entitled "Teaching With Motion Pictures—A Handbook of Administrative Practice." This handbook of administrative practice deals specifically

Valuable Documents Being Preserved for State

COL. HENRY W. SHOEMAKER
Chief Division of Archives

The Archives Division of the State Library and Museum has been recently engaged in an unusual variety of activities and services. Realizing that the primary function of the Archives Division is the preservation of the official documents of the State, efforts are being concentrated on the transfer of material to the Division from those Departments where adequate storage for them is not available. Since the transfer of material has often been unsystematic in the past, there are numerous gaps in the archival series already deposited and classified in the Archives. The Archives Division is attempting to fill these gaps as soon as possible.

It is hoped that after the material has been classified and arranged, a calendar will be compiled of the most important collections. Such a calendar could be published in one of the historical journals of the State, or in pamphlet form by the Archives Division, which would acquaint the historians with the large amount of material deposited in the State Library and arranged for use.

Three boxes of manuscripts pertaining to the settlement of Revolutionary War accounts have been classified. The indexing of Post Revolutionary papers is likewise progressing.

Arrangement has been made for the classification of material transferred from the Departments of the Secretary of the Commonwealth and the Auditor General. Loose manuscripts are being arranged chronologically, checked with the printed material, and properly labeled. In this way these materials are made easily accessible to students of history.

Many letters are being answered pertaining to Military Service, Historical data, and Genealogical matter; and many callers are making personal investigations, as well.

HISTORIC TEXTBOOKS PRESERVED

Early American textbooks are becoming increasingly scarce each year. The Office of Education, in order to preserve these volumes which are of interest and importance to educational historians, has established a collection of textbooks used in American schools from early days to the present time. It is estimated that this "Museum of Textbooks" numbers upwards of 25,000 books.

with the major problems of the use of motion pictures in the classroom. It is intended for the teacher and administrator and it provides concrete answers to the most frequently posed questions relating to motion pictures and other visual teaching materials.

Fifty-nine well-written pages of concise, pertinent information on one of education's most powerful influences. Source list of films. Bibliography. Glossary of technical terms.

SCHOOL ENUMERATION
(Concluded from page 8, column 3)

In enumerating children in 1937 in accord with the revised legislation of Senate Bill Number 158, the enumerator included the names of all children born on or between September 2, 1919 and January 31, 1932. The ages of children, as recorded in the enumerator's book, were recorded on the basis of the age on the last birthday as of September 1, 1937.

New books for use of enumerators of children were provided. They set forth the same information as previously required, but included therein the names of all children within the new age limits.

The new Act also provides for the admission of beginners during the first two weeks of the school term. Any school board desiring additional periods of admission may, by action of the board, provide for such periods. Any child who is, or will be, six years of age before the first day of February, following the opening of school, shall be admitted during the admission period of the first two weeks of the school term.

1937 COLLEGE GRADUATES
(Concluded from page 14, column 1)

Ursinus College	91
Villa Maria College.....	32
Villanova College	149
Washington and Jefferson College...	79
Waynesburg College	77
Westminster College	104
Wilson College	105
Total	9,578

B. STATE TEACHERS COLLEGES

Bloomsburg	96
California	135
Cheyney	27
Clarion	20
East Stroudsburg	88
Edinboro	36
Indiana	203
Kutztown	67
Lock Haven	43
Mansfield	82
Millersville	108
Shippensburg	77
Slippery Rock	88
West Chester	219

Total 1,281

Total graduates for Arts Colleges, Universities and State Teachers Colleges 10,859

College libraries have a total of 57,917,812 volumes — 11½ times the number of volumes in the United States Library of Congress. You can figure out for yourself how many volumes are in the Library of Congress.

Pennsylvania in History

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical
Commission

Scenic and Historic Pennsylvania

Diversified Landscape, Institutions, And Traditions Attractive To Visitors

Pennsylvania's vast educational facilities, which rank with the foremost in the country, will be among features to be stressed in the campaign launched by the State Publicity Commission to popularize the Keystone State. The commission, which recently sponsored a nation-wide radio broadcast to "sell" Pennsylvania as a year-round vacation land, was authorized by the 1937 legislature to include subjects of educational interest in the scope of its activity.

Educational Institutions

Pennsylvania offers higher educational opportunity in practically every possible field. We have 55 fully accredited colleges and universities, 13 state-owned teachers' colleges, and one state-owned professional school for teachers. Each of these institutions is authorized to grant baccalaureate degrees.

Visitors to these institutions will get our whole-hearted cooperation in assuring them a pleasant and fruitful stay.

Higher education in Pennsylvania dates back to the early colonial days, growing from the educational foundations established by William Penn soon after he first landed in 1682. The first school in the State was at Tinicum Island, in what is now Delaware County, built by Governor John Printz in 1643. The University of Pennsylvania in Philadelphia traces its beginning to the year 1740. Moravian Seminary in Bethlehem was founded in 1742. Most of the State's other colleges and universities were in existence by the middle of the nineteenth century.

Role in History

The State's important role in the early chapters of American history also is being emphasized from the educational standpoint of the campaign. Our nation had its beginning in this beautiful land of William Penn. It was in Philadelphia where the Liberty Bell rang out the news of the Declaration of Independence and where the first capital of the United States was established. The constitution was written and signed there. Throughout the length and breadth of the State, we find old landmarks and historic shrines that testify to the epoch-making events that have immortalized our Commonwealth.

Every Pennsylvania schoolboy has read of Valley Forge, scene of the darkest days of the Revolution. Here starving patriots clung desperately to a dream which was destined to shape a great nation.

One of the most momentous battles in the history of the world was fought at Gettysburg, marking the turning point in the War between the States. The battle-torn countryside became the scene of Lincoln's immortal address, "Four score and seven years ago . . ." A native stone marker in the picturesque mountains of western Franklin County at Cove Gap marks the birthplace of James Buchanan, Pennsylvania's only

September 17 Marks Historic Anniversary

Constitution Signed in Independence Hall a Century and a Half Ago

Governor Issues Proclamation

On September 17, 1787, the Constitution of the United States was signed in Independence Hall, Philadelphia, and America took her place for the first time as a Nation among the countries of the World. In recognition of this significant event, the Governor of Pennsylvania has issued a proclamation calling upon all citizens to celebrate the anniversary throughout Pennsylvania. The Department of Public Instruction through the Pennsylvania Historical Commission has distributed copies of the Governor's proclamation to every school in the State and has urged the reading of this important document in all the classrooms of the Commonwealth.

In order to further promote the proper observance of the 150th Anniversary of the Signing of the Constitution of the United States on September 17, the Pennsylvania Historical Commission is distributing 2,600 plaster-models of Independence Hall to all secondary schools of the State as well as to all private academies and historical societies. These plaster-models are thirty-eight inches in length at the base, and weigh fifty pounds. They have been made available through a W. P. A. Museum Extension Project at the expense of approximately a half million dollars. Accompanying each model is a floor-plan of Independence Hall in which the several rooms of the historic signing are identified. The rooms in which the Constitution was signed as well as the rooms in which are preserved historic relics of the Revolution and other similar chambers of the building, are indicated in the plan.

Also being sent to the secondary schools of the State is a play entitled "A Modern News Boy at the Constitutional Convention." The copy of the play includes costume plates showing the patterns of the suits and dresses to be worn by the players as well as the music score for use of the orchestra that accompanies the production. It is intended that the play be produced on September 17, or thereabouts, in the schools of Pennsylvania.

The Proclamation issued by the Governor apropos the Sesquicentennial of the Constitution and other notable dates relating to the history of this famous document, follows:

WHEREAS, The One Hundred and Fiftieth Anniversary of the great events which produced the Constitution of the United States is approaching: A National celebration, the Jubilee of a free people, will be observed with ceremonies commensurate with its great dignity and importance, in the City of Philadelphia, beginning September seventeenth, 1937. Then, the Commonwealth and the City of the Declaration of Independence, the City of the Constitution, the City where the stately, almost sublime, sentences of both were written, will pledge anew **Honor and immortality to the members of the Federal Convention of 1787.**

THEREFORE, it is meet and right that the Chief Executive of this State should call to public attention both that exalted event and the services of Pennsylvania's eight distinguished sons, who, during the summer of 1787, at the old State House of Pennsylvania, now known as the Hall of Independence, joined in Convention with the eminent representatives of the other sovereign States in the labors of those troubled weeks: The aged Franklin, renowned as a diplomat and schooled in all arts of government; Robert Morris, a financier and man of affairs; James Wilson, great lawyer; Gouverneur Morris, largely responsible for the final draft of the document; Jared Ingersoll, Thomas Mifflin, George Clymer and Thomas Fitzsimmons.

No delegation played a more significant role in that able assemblage than that from this State. Individually and collectively these men contributed much of the far-seeing wisdom which solved the problem of the future organization of the Republic in such fashion as to guarantee stability and permanence. In Philadelphia, on September seventeenth, 1787, they, with their fellows, signed this document and sent it to the respective States for ratification.

Immediately following the publication of the proposed frame of government, Pennsylvania took vigorous steps for approval. Through the energy of its leaders, this Commonwealth became the second State to ratify the instrument and the first of the large States to approve.

Consequently, it is singularly appropriate that the Commonwealth of Pennsylvania, the Keystone State, be as fervent and faithful in leadership in these anniversary proceedings as were the makers and framers of the Great Charter of the Republic, a century and a half ago.

NOW, THEREFORE, I, GEORGE H. EARLE, Governor of Pennsylvania, by virtue of the authority in me vested, do proclaim the years 1937, 1938 and 1939 a period of state-wide commemoration: Calling particular attention to September seventeenth, 1937, the anniversary of the day on which the Constitution was signed in Philadelphia; to December twelfth, 1937, the anniversary of the day on which the Commonwealth of Pennsylvania ratified; to June twenty-first, 1938, the anniversary of the day on which the ratification of the ninth State insured the final adoption of the Constitution; and to April thirtieth, 1939, the anniversary of the Inauguration of George Washington as first President of the United States under the Constitution.

To ensure proper celebration of these momentous events, the Commonwealth of Pennsylvania hereby offers to the entire nation its wholehearted hospitality, as one hundred and fifty years ago it offered it to the Constitutional Convention, and as a half century ago it offered it to the President, the Congress and the Supreme Court of the United States. I invite all Americans to rejoice where the Constitution was born. And I call upon the citizens of Pennsylvania to give their loyal interest and support to local demonstrations, to the end that from this period of commemoration may come a renewed confidence in the vital strength of our Republic and a firm faith in its continuing greatness and enlightenment.

occupant of the White House. Fort Mifflin, near Uniontown, is a replica of the original defense built by George Washington during his frontier apprenticeship at arms. Here also is the grave of General Braddock.

These are but a few of the names and

historical events that are woven into our national history. To eliminate them would be to eliminate the history of the nation itself.

—Warren Van Dyke
Chairman, State Publicity
Commission

School Employes' Retirement Board

DR. H. H. BAISH
Secretary School Employes'
Retirement System

Public and Profession Benefit from Retirement System

Efficiency of Schools Increased by Service Supported by Teachers and Taxpayers

DR. H. H. BAISH

Secretary School Employes' Retirement Board

Adapted from "The Council" (Philadelphia)

In order to justify the support of a school employes' retirement system by the tax-paying public, the school system as well as the school employes should be benefited. In the Pennsylvania School Employes' Retirement System, the school employes and the public share about equally the cost of the retirement allowances. The method adopted by the Pennsylvania system for meeting the cost of the retirement allowances is based on the theory that the school employes and the schools share about equally the benefits of the retirement system.

Without an adequate retirement system, school boards as a rule hesitate to drop from active service a teacher who has rendered many years of efficient service, even though the teacher by reason of advanced age or physical infirmities is no longer able to render efficient service. Without a reasonable income, a teacher who has passed the age of efficient service hesitates to make himself or herself an object of public or private charity by resigning from active school service.

Financial Security Needed

The very nature of the work of the teacher is such that freedom as far as possible from financial worries is essential to a high standard of efficiency in the schoolroom. If the teacher alone were affected by worry and anxiety it would be unfortunate, but a teacher who faces retirement from service with no income will find it difficult to inspire her pupils with the ideals of character and service they should receive in our schools.

An adequate retirement system will help to keep in school service well prepared and experienced teachers. In times of prosperity such as we experienced for a number of years prior to 1929 and, if history repeats itself as it usually does, such as we will experience again in the future, many of our best teachers have opportunities to enter other occupations at higher salaries than they receive as teachers.

Investments Carefully Restricted

With the assurance of a retirement allowance in case of disability or old age, a teacher with a number of years experience will hesitate to leave school service even though a higher salary can be secured in some other occupation. The money contributed by the public to pay the public's share of the cost of the retirement allowances does as much if not more to increase the efficiency of our schools than any other similar amount of money contributed by the public for the support of the schools.

The investment of the money is one of the most important problems in connection with any retirement system. No matter how carefully the rates of contribution for the employes and the public have been computed, the retirement system faces danger, unless the money is wisely invested.

The Pennsylvania School Employes' Retirement Law gives the Retirement Board considerable latitude when investing the funds of the retirement system, but the Board has placed a further restriction on its investments by agreeing to invest the funds of the retirement system exclusively in bonds of the State, county, city, town or township, school district and other bonds of Pennsylvania, and in United States Government bonds. When the yield permits, the Board gives preference to Pennsylvania school district bonds.

Many school districts, especially rural school districts, do not find their bonds readily marketable except at an excessive interest rate, and our retirement system renders an important service, especially to the taxpayers of rural school districts, by agreeing to purchase their bonds.

The School Employes' Retirement System has paid out to date a total of \$18,500,000 in superannuation retirement allowances and \$2,900,000 in disability retirement allowances to teachers who became incapacitated for work before reaching the retirement age. In addition to these payments the Board expended \$16,500,000 in refunds to teachers who withdrew from school service prior to attaining the retirement age.

IMPORTANT DATE IN SCHOOL EMPLOYES' RETIREMENT SYSTEM

June 30, 1937 was a significant date in the calendar of the School Employes' Retirement System. It is not only the day provided by law for the close of the year for the Public School Employes' Retirement System, but also the day provided by law for the close of the period when persons engaged in public school service prior to July 18, 1917, may join the Retirement Association and receive credit for their prior service.

These two conditions have brought to the office of the School Employes' Retirement System an unusual number of visitors, letters and checks. It is interesting to note that more than 99 percent of the persons eligible to membership have joined the Retirement Association.

The final month of the year also accounts for a considerable increase in the number of persons retired from active service.

During the month the School Employes' Retirement Board approved the following recommendations:

Superannuation retirement of 236 school employes.

Disability retirement of seventeen school employes.

Compensation for four former teachers who separated from school service in accordance with the provisions of Act No. 569, approved May 15, 1929 and amended by Act No. 318, approved July 15, 1935, and Act No. 102, approved April 22, 1937.

American Association of University Women Sponsors Practical Program

Varied Projects Touch Many Phases Of Public Education

The American Association of University Women, according to the current Journal of that enterprising organization, does not believe in study in a vacuum, and more and more in the branches of the Association study leads to some related service to the community. Thus child study has interested some branches in sponsoring a nursery school or efforts to improve the quality of movie and radio programs for children; local and state-wide studies of school finance have resulted in support for desirable tax legislation; international relations groups have put on exhibits and arranged public meetings; and a study of trends in education has led to collegiate advisory services for secondary school students. Other typical services to the community by the American Association of University Women groups, are part-time schools for unemployed youth, recreation centers, vocational guidance, studies and surveys of the local tax situation, support of schools, aid to libraries, exhibits of educational playthings, open forums on current national and international problems, demonstrations of the cultural and economic interdependence of nations, surveys of local race problems, art projects, little theaters, children's theaters, and museums.

The branches and State divisions of the Association regard the schools as a special responsibility. Especially during the depression, with school budgets slashed, opportunities curtailed, and standards lowered, these active groups worked vigorously in defense of the schools. Many branches and State divisions have made careful studies of the financing of the schools, and have worked indefatigably for desirable tax legislation. They have fought against lowering of standards or curtailment of opportunities, resisted encroachment on academic freedom, and worked for valid educational procedures in emergency educational agencies. The branches themselves have contributed to local educational opportunities by establishing pre-schools, maintaining leisure-time classes, working with emergency agencies, establishing libraries or aiding those in existence, and conducting open forums.

100 RADIO SCRIPTS NOW AVAILABLE

The Educational Radio Script Exchange has prepared two publications listing radio scripts and supplementary aids to production. One of these is the "Script Catalog" describing fifty-three scripts and several supplementary aids; the other is "Supplement Number 1" which describes forty-seven additional scripts, including five new series, that are now available.

To secure these materials address your requests to the Educational Radio Script Exchange, United States Department of the Interior, Office of Education, Washington, D. C.

SCHOOL CALENDARS

CALENDAR OF EDUCATIONAL MEETINGS

SEPTEMBER

- 1 Eastern District of the National Story League, Lancaster, Pennsylvania (four days)
- 8 The United Chapters of Phi Beta Kappa, Atlanta, Georgia (four days)
- 20 The American Legion, New York City (four days)
- 22 Annual Education Congress, Harrisburg, Pennsylvania (two days)
- 30 Central Convention District, Lock Haven, Pennsylvania (two days)

OCTOBER

- 1 Pennsylvania State Conference for the Education of Exceptional Children, Harrisburg, Pennsylvania (two days)
- 6 Camp Fire Girls, Dallas, Texas (four days)
- 11 National Association of Public School Business Officials, Baltimore, Maryland (five days)
- 14 Western Convention District of the P.S.E.A., Pittsburgh, Pennsylvania (three days)
- 14 Western Education Conference, Pittsburgh, Pennsylvania (three days)
- 15 Pennsylvania Historical Association, Lancaster, Pennsylvania (two days)
- 22 Eastern Convention District of P.S.E.A., Bethlehem, Pennsylvania (two days)
- 22 Midwestern Convention District of the P.S.E.A., New Castle, Pennsylvania
- 22 Northwestern Convention District of the P.S.E.A., Meadville, Pennsylvania
- 23 National Association of Audubon Societies, New York City (four days)
- 25 National League to Promote School Attendance, Chicago, Illinois (four days)
- 26 Pennsylvania League of Nursing Education, Altoona, Pennsylvania (three days)
- 29 Northwestern Convention District, Meadville, Pennsylvania

NOVEMBER

- Association of Land Grant Colleges and Universities, Washington, D. C. (three days)
- 11 Association of American Universities, Providence, Rhode Island (three days)
- 19 Southern Convention District of the P.S.E.A., Harrisburg, Pennsylvania (two days)
- 25 National Council of Teachers of English, Buffalo, New York (three days)

ANTICIPATING ANNIVERSARIES

SEPTEMBER 1937

- 1 Air Progress Week begins.
- 2 Eugene Field, 1850-1895 — Poet and journalist.
- 5 First Continental Congress assembled in Carpenter's Hall, Philadelphia 1774.
- 6 Labor Day—Annually celebrated as "Labor's holiday" in the United States; inaugurated by the Knights of Labor in 1882. In 1894, a bill was passed by Congress making it a holiday in the District of Columbia, and almost every state has since adopted it.
- 7 William Smith, 1727-1803—Clergyman. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
- 14 "Star Spangled Banner" written by Francis Scott Key 1814.
- 15 James Fennimore Cooper, 1789-1851—Novelist, author of the "Leatherstocking Tales" which immortalized the American Indian. Elected to the Hall of Fame in 1910.
- 15 Lloyd Mifflin, 1846-1921—Painter and poet. His home given as a memorial for use of retired teachers in Pennsylvania. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
- 16 Pilgrims sailed in the Mayflower from Plymouth, England in 1620.
- 17 Constitution Day—The Constitution of the United States was adopted, 1787.
- 17 Washington issued his "Farewell address" to the people of the United States 1796.
- 18 Washington laid the corner-stone of the National Capitol at Washington, D. C., in 1793.
- 18 Joseph Story, 1779-1845 — Associate Justice of the United States Supreme Court, and a prolific writer. Elected to the Hall of Fame in 1900.
- 22 Emancipation Proclamation issued by President Lincoln, 1862. Known as Emancipation Day.
- 23 Autumn Begins.
- 23 First Air Mail flight in the United States 1911 by Earl Ovington.
- 24 American Indian Day.
- 24 John Marshall, 1755-1835—Officer in the Revolution; United States envoy to France, member of Congress, Secretary of State, and Chief Justice of the United States.
- 26 Daylight Saving Time ends.
- 26 Gold Star Mother's Day.
- 26 Francis D. Pastorius, 1651-1720—Columnist, teacher, author. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.

SEPTEMBER CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Section of Law	Form No. of Report
SEPTEMBER			
1	Final date for completion of enumeration of children between six and eighteen years of age.....	1425	PICA-1
1	Transportation contracts approved by the Department of Public Instruction before valid.....	1406 3705	PIBB-19
1	Determine cost of tuition and submit itemized statement of computation	1441 1708	
1	Assign pupils to buildings before opening school summary	1426	PICA-2: E-1
	Enumeration of children	1425	PICA-3: E-2
15	Retirement report (Form A)	5607	PIRB-22
15	Special education report	1413	Ad-61
15	List of tuition pupils to district from which tuition is due	1716	
30	Monthly report of salary deductions.....	5607	PIRB-13

AMERICAN EDUCATION WEEK

November 7-13, 1937

BUYING EDUCATIONAL SERVICES

Monday, November 8

PURPOSE: To disseminate facts concerning the cost of the schools, how school funds are raised, the adequacy of school funds, and other problems of educational finance.

School Finance

Problems of school finance are ever present. They challenge the best thinking of both lay and professional groups. There is no subject more directly touching the interests of citizens generally—on the one hand, because they desire good schools for their children and on the other, because of the so-called "tax burden" required to support schools.

"Tax Opportunity"

"Tax burden" is a much used and misused term. Through cooperative endeavor, the people buy educational services far more economically than they could be secured from private agencies. Rather than being a burden, school taxes might be looked upon as a "tax opportunity." People pay gas and electric bills each month with little complaint. Perhaps if they received a bill each month for educational services, instead of paying in a lump sum, the attitude toward taxes would be improved.

State and Federal Support of Education

In America, education has been a historic, local function. Until recently the schools had been supported primarily through the resources of local communities. But with the decline of agriculture and the coming of industrialization it became apparent that larger tax units than the local school district were essential because there was a tendency for wealth to be drawn from some sections and congregated in others. This led to development of plans for state participation in the support of education. Meanwhile, the same forces that led to state support have increased in scope and intensity. Science has provided instruments of transportation and communication which have swept over state boundaries just as county and community lines had previously broken down. Federal participation in the support of public education has now become just as essential as state support.

There is need for study, therefore, of sources of revenue from local, state, and national governments. And there is equal need for study on the part of the people of the efficiency with which school funds are expended.

Things to Do

(1) Publish the facts about school costs. (2) Compare school costs with other governmental costs, with the cost of education in private schools, and with the cost of non-governmental services. (3) Prepare charts showing how the local school funds are secured and spent. (4) Ask citizens to express themselves concerning the value of the public-school system. (5) Have lectures and discussions on the place of state and national governments in the financing of education. (6) Contrast services received from money spent for taxes with money spent privately. (7) Prepare a series of

articles on school finance for the daily press to run during American Education Week. (8) Members of boards of education, school officials, and advanced pupils may address civic and social groups on the cost of local schools and the return for the investment. (9) Visual materials such as charts, slides and film strips will be found very helpful in the presentation of facts about school costs.

Public Education

Succeeding issues of this bulletin will present a discussion of other topics chosen for American Education Week.

HORACE MANN CENTENNIAL

Tuesday, November 9

PURPOSE: To serve as the climax of the Horace Mann Centennial and to recount a century of progress in education.

Mann's Sacrifice

The Horace Mann Centennial commemorates the hundredth anniversary of the year in which Horace Mann gave up the prospects of a lucrative law career to become secretary of the newly created Massachusetts State Board of Education. He gave the remainder of his life to the cause of education and did so with such zeal and effectiveness that he is often spoken of as the father of the American public school system as we know it today.

New Schools For Old

Education has progressed far since the day of Horace Mann. "Until the age of fifteen," he wrote, "I had never been to school more than eight or ten weeks in a year." This is in striking contrast with the opportunities offered most children of today who receive more schooling in one year than the citizen of 1820 had in an entire lifetime. And the contrast is heightened by the fact that the schools provided young people of today are rich in opportunity as compared with the meagre fare of the "lickin and larnin" school of those days.

This is a splendid opportunity to stress a century of progress in education. But it is also a time to look to the next century. Our educational system has shown remarkable improvement but the conditions and the problems for which it was created and maintained have increased in complexity about as fast as the educational system itself has advanced. Like the man in a tread-mill, we have had to run in order to keep from slipping backward. And the struggle to keep the educational system abreast of current needs is no easier today than it ever was.

Inspiration from Mann's Zeal

If the enthusiasm and practical intelligence with which Mann approached his task can be kindled and brought to flame throughout the profession of today and tomorrow, education will continue to adapt itself to changing needs. And Mann's zeal was not confined to improving the profession. He saw the need for interpreting education to the public. In fact his first, and perhaps greatest achievement, was the development of public sentiment favorable to free and universal public education.

The ideas and ideals of Horace Mann are just as sound as they were when first pronounced by him. We need today some of the zeal and faith which he brought to his work. This is especially important now because of the overwhelming complexity of modern life where the individual seems to count for so little.

THE RETURN TO SCHOOL

(Continued from page 20, column 3)

eliminating duplication of service. Free transportation may be provided students who attend the State Farm Show and other educational programs outside the local district. Provision has been made for a more substantial reimbursement for expenses entailed in pupil transportation. These new features will assure not only better service to the pupil, but improved facilities as well.

The new school buses will be orange in color, with body of metal and with doors, windows, and seating space of standard proportions. In Pennsylvania, some 4,000 school buses daily transport over 100,000 pupils to and from the public schools. In the nation at large over 3,000,000 children and youth are hauled to and from school in approximately 80,000 vehicles.

Improved School Plants and Playgrounds

With the provision for the merging of smaller districts, there will inevitably be improvement in school building and plants for the children of Pennsylvania. New building plants and playgrounds will henceforth be approved by the County Board of School Directors. During the past score of years Pennsylvania has reduced the number of one-teacher schools from some 12,000 to approximately 6,000. And yet, Pennsylvania is one of the ten states in the Nation that have as many as 6,000 one-teacher schools. In the United States there are approximately 245,000 school buildings, 138,000 or fifty-seven per cent of which are the one-teacher type.

Favorable Conditions for Teachers

Not only will the pupils of Pennsylvania enjoy material advantages and improvements in their public school life this year, but teachers also will work under more favorable conditions. The General Assembly of 1937 has given permanent tenure to teachers who are doing efficient service. This security of position will inevitably raise the morale of the members of the teaching force and make it possible for them not only to plan further ahead in their professional careers, but to render better service in the classroom from day to day. The General Assembly has also established \$1,000 as the minimum salary for elementary teachers.

Other advantages for members of the profession are the stipulation that payroll applications shall be given first consideration by school boards and that compensation for attendance at the annual institutes shall be increased to two dollars for each half day of such attendance.

Another feature of the new law relating to teachers is the option which members of the profession enjoy of taking a year's leave of absence with partial pay at the end of ten years of service. In view of the fact that the efficiency of a school system depends more upon the quality, attitude and ability of the teachers than on any other single factor, these advantages to members of the profession will obviously yield immeasurable benefits to the child in terms of sympathetic understanding, mental stimulation, and moral example.

Bright Prospect

Pennsylvania's vast army of children and youth return to school this fall under most auspicious circumstances. The public schools are exercising every effort to meet the new challenge to education by providing a program of learning that is adequate to the needs and interests of the modern child in the world of today.

THE RETURN TO SCHOOL

Great Phalanx of Happy Youth Eagerly Flock to Schoolrooms of the Commonwealth

MANY IMPROVEMENTS GREET PUPILS

DR. LESTER K. ADE

Superintendent of Public Instruction

NEW LEGISLATION AFFORDS MANY EDUCATIONAL ADVANTAGES

Improvements on every hand greet the children and youth of Pennsylvania as they return to school. The new program of Legislation enacted by the 1937 Session of the General Assembly alone constitutes many major advantages to the pupils of Pennsylvania's schools.

Better Health Service

The new school laws afford numerous provisions for the improvement of health. Adequate medical inspection including the care and treatment of ears and eyes, as well as attention to handicapped children, is a part of the new program for the public schools. The Department of Public Instruction will furnish a state supervisor charged with providing adequate attention to the hearing and sight of school children. Instruction on the care of the ears and eyes of pupils will be provided candidates for teaching in the State Teachers Colleges. A health room will be furnished in every school building of ten or more rooms henceforth.

Free transportation to school is likewise provided for handicapped children regularly enrolled in special classes and the safety of pupils is further assured by provision for the reduction of fire hazards and the extension of the practice of fire drills in the schools.

Improved Attendance Regulations

Several of the new advantages for the children and youth of the Commonwealth pertain to attendance in school. Henceforth there will be a single admission period at the beginning of the term during which pupils may be entered in the first grade. Once entered, the beginning pupil's attendance is regulated by the attendance laws in the same manner as they affect all other pupils in the school. This year census enumerators of school children recorded every one from six to eighteen years of age. The age of attendance for 1938-1939 will be extended to seventeen years, and for 1939-1940, to eighteen years of age.

Likewise beginning in 1939-1940 the minimum term of attendance in any school district will be 180 days, thus affording every pupil of Pennsylvania an equal advantage of learning so far as length of term is concerned. Moreover, pupils are not eligible to receive a permit for domestic or farm work until sixteen years of age. Still another attendance advantage for pupils is the removal of the exemption from attendance on account of residence two miles distant from school. Free transportation for all pupils residing two miles or more from the school is to be provided beginning year after next.

Historical Anniversaries Recognized

A number of historic celebrations have been established by the recent Session of the General Assembly. September 17, the anniversary of the signing of the Constitution of the United States, is to be observed as a holiday. April 8, 1938 will be observed as Forefather's Day. The year 1938 will be celebrated as the 300th Anniversary of the First Settlement of Pennsylvania by the Swedes.

Greater Learning Opportunities

Districts employing ten or fewer teachers, under Act 157, will study their local school situation with a view to improving the educational advantages of the children. This is to be accomplished by merging with other districts in order to form larger school centers which can provide a richer educational program.

Of more definite relation to the program of instruction in the schools is the provision of financial aid for the establishment of county libraries to serve pupils in rural areas. Another Act of the General Assembly stipulates that each year every pupil of the eighth grade shall have possession of the National Flag Code. Also the cost of library books under the new laws may be computed in the charges for tuition of non-resident pupils.

The instructional program of the modern school is one of practical purpose and definite interest to the present day child. Definite opportunities are furnished ambitious young folks who look forward to college careers, or to active life in such fields as aviation, office work, cooking, sewing and household management, and community living. The modern schools are also making available programs of instruction in automobile driving, salesmanship, store clerking, tea room management, journalism, motion picture projects, advertising, radio work, farm management, social service, printing, carpentry, and furniture repairs. Extra activities such as dancing, debating, dramatics, music and art are also a part of the modern program.

Through systematic guidance and exploratory studies students in the modern school are aided in finding their special interests and abilities, and stimulated to pursue such programs of learning as will make it possible for them to attain their maximum success and happiness in life.

New Vocational Offerings

New educational legislation has likewise opened the way for additional opportunities in vocational education for the children and youth of Pennsylvania. Provision has been made for the establishment of county vocational programs including the development of classes, buildings, and supervision on a county-wide basis. Fitting out-of-school youth for employment is also a part of the new plan in vocational education. The education of supervisors of agriculture, home economics, industrial arts and the distributive trades may be financed through Federal funds. Parent education and recreational and social service are also included in the newer developments. Formal instruction for policemen, firemen, financial and municipal officers as well as for tradesmen, has also been provided for under the new program.

Modernized Transportation for Pupils

A number of improvements in the transportation of pupils are included in the new legislation program for Pennsylvania. Routes for the transportation of school children will henceforth be approved by the county board of school directors, thereby

(Continued on page 19, column 3)

The ring of the school bell sounds again the note of Democracy's eternal faith in public education, as Pennsylvania's 2,000,000 boys and girls jauntily return to school after a three months' vacation. The impressive sight of myriads of happy, hopeful children—healthier, stronger, and more alert after the joyous activities of the summer—is a living token of the people's trust in education as the mainstay for social welfare and progress.

MILLIONS OF PUPILS

Pennsylvania's prospect lies securely in this living stream of virile young humanity as it pours into the portals of one of the greatest institutions yet devised by man—the public school. If a child returns to the elementary grades he is one of a million and a half others in Pennsylvania who are likewise returning to school this month; if he returns to the secondary school, he is one in a half million in the Commonwealth; and if he returns to college, he is one of a hundred thousand others in the State doing likewise; for it's back to school for one out of every five persons in Pennsylvania.

THE TEACHERS ALSO RETURN

It's back to school not only for these millions of children and youth, but also for more than 63,000 teachers, sixty-six county superintendents, and some 175 district superintendents; besides a host of other officials directly engaged in the operation of Pennsylvania's great public school system.

A LAND OF LEARNING

America is probably the best educated group of people in the World. Approximately, one-fourth of the population of the Nation is returning to school this fall. Within the 127,000 school districts of the country, 23,000,000 elementary pupils are going back to school this month. Into the arched doorways of some 28,000 secondary schools, are passing over 6,000,000 secondary school students. Entering the neatly cropped campuses of America's colleges are more than a million young men and women with their eager eyes fixed upon the goal of preparation for a more complete living or for one of the many professions that characterize American life.

THE NEW CHALLENGE TO EDUCATION

How is Pennsylvania meeting the new challenge of modern education? Through the courage and leadership of school folks and laymen, Pennsylvania is offering her children and youth the fullest possible opportunities for education. In olden days education was provided for the few; the new education is provided for all. The old education was inactive in character; the new education is active and deals with genuine life and life interests. Ability to do is now regarded as important as the ability to know. A common interest in the child and an understanding of the child are the bases on which the modern program of learning is built.

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